

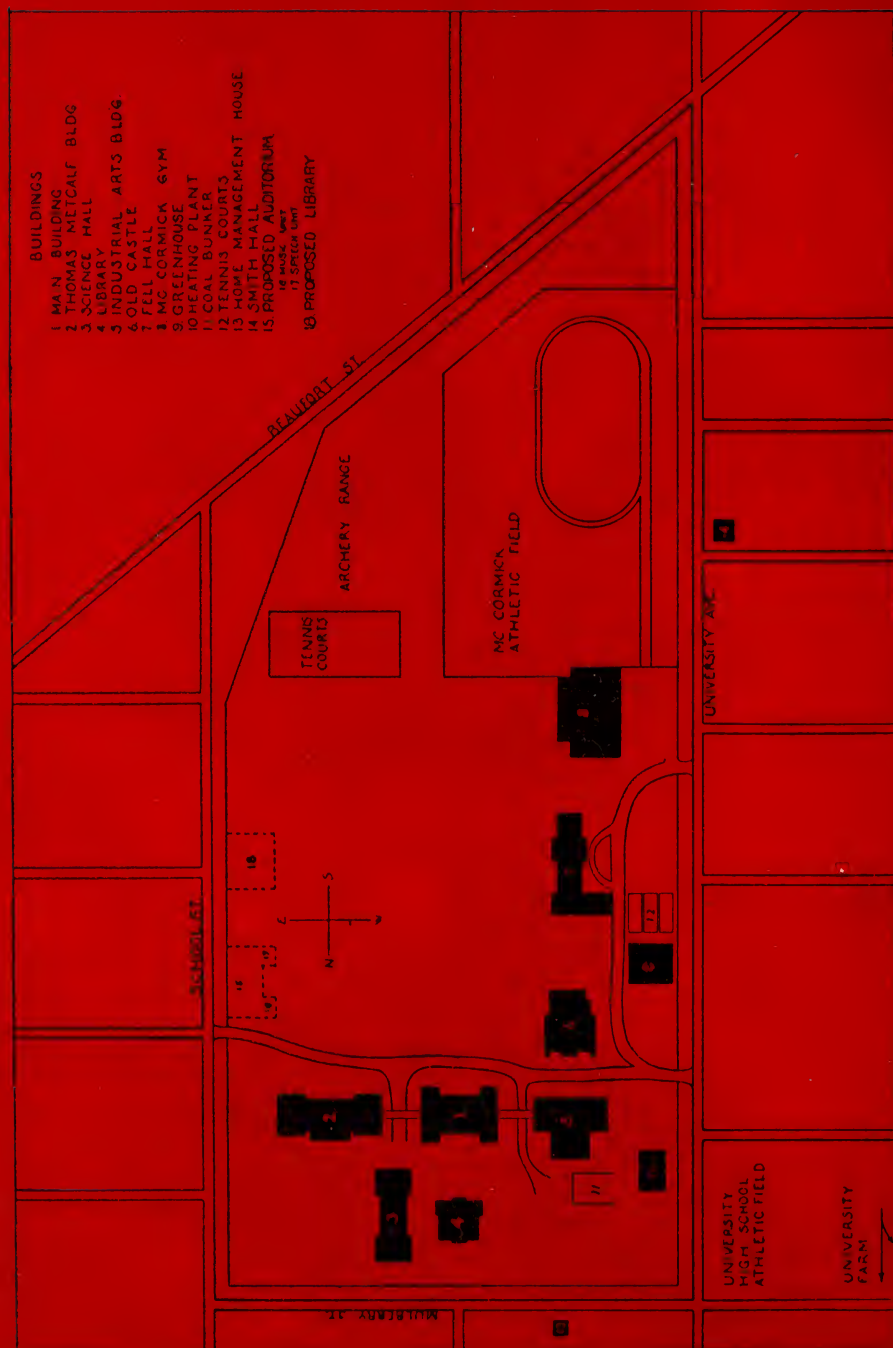
ILLINOIS
STATE NORMAL
UNIVERSITY
BULLETIN


WITHDRAWN



SEVENTY-NINTH CATALOG ISSUE

1937-1938





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INDUSTRIAL ARTS AND MAIN BUILDINGS FROM THE WEST CAMPUS ENTRANCE

Illinois State Normal University Bulletin

Seventy-Ninth

ANNUAL CATALOG ISSUE

With Announcements for 1937-1938

A State College for Teachers

PUBLISHED BI-MONTHLY

BY THE

ILLINOIS STATE NORMAL UNIVERSITY

Normal, Illinois

[Printed by the authority of the State of Illinois]

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A STATEMENT OF PURPOSE AND QUALIFICATION

The Illinois State Normal University, founded in 1857 as the ninth state teacher training institution in the United States, is devoted to the task of educating teachers for elementary and secondary schools. Although the various academic departments of the University in instruction and equipment are of such high caliber as to enable the school to do superior work as a liberal arts college, there is close adherence to the original purpose of the institution as a professional school for the education of teachers.

The Illinois State Normal University is a character-building institution of high ideals. The attitudes, motives, and practices of students and faculty are highly comparable with the most favorable ideals prevailing in the best colleges and universities emphasizing such important characteristics.

The Illinois State Normal University holds a high position among colleges and universities as to the quality of work offered, being an accredited member of the American Association of Teachers Colleges and of the North Central Association of Colleges and Secondary Schools.

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HOW TO MAKE THE BEST USE OF THIS CATALOG

This brief section is designed to aid present and prospective students to make the best use of a catalog that is rather large and detailed. The topics indicated below in *italics* may be found through the Table of Contents. Other items in more detail may be found through the Index in the last pages of the Catalog.

IF YOU ARE AN ENTERING FRESHMAN:

1. Be sure to read carefully the section entitled *Student Life and Expenses*. Please read every word before you definitely decide to enroll. Often-times students enter a university and then have to drop out after a few weeks or months, because they do not have enough money to pay their expenses, which while lower than in most colleges, naturally are much higher than those in high school.
2. If you are interested in learning what extra-curricular activities are found at I. S. N. U., turn to the subdivision in this section entitled *Student Organizations and Activities*.
3. The portions entitled *Requirements for Admission* and *Scholarship and Credits* should be carefully studied.
4. You will have to decide what you would like to teach. A study of *Outlines of Curricula* will help you to see the difference, for example, between a four-year and a two-year curriculum in elementary work.
5. It is well to read also the section *Requirements for Graduation*.
6. If you have never been on the campus, you will enjoy a preliminary "visit" to the University through the pictures and descriptions of the *Buildings, Campus and General Equipment*.

IF YOU ARE A TRANSFER STUDENT:

1. Be sure to read the section *General Provisions Concerning Advanced Credits*, in addition to the portions mentioned above.

IF YOU ARE A FORMER STUDENT:

1. Be certain to read the section *Requirements for Graduation*.
2. Check with the Dean or Registrar on your former credits.
3. Remember I. S. N. U. is now on the semester basis. You will need to change quarter hours credit to semester hours.

IF YOU ARE AN UPPERCLASSMAN CONTINUING YOUR WORK:

1. Read the important sections in the catalog on *Scholarship and Credits*, *Promotion of Health*, *Teachers' Certificates*, *Requirements for Graduation*, and *Courses of Instruction*.

SUMMARY OF ATTENDANCE

June 15, 1936, to June 15, 1937

Classification of Different Students, September, 1936, to June, 1937

| | Men | Women | Total |
|-------------------------------------------|-----|-------|-------|
| Post Graduates | 8 | 11 | 19 |
| Seniors | 107 | 143 | 250 |
| Juniors | 147 | 160 | 307 |
| Sophomores | 176 | 395 | 571 |
| Freshmen | 241 | 541 | 782 |
| Special | 13 | 7 | 20 |
| Total (exclusive of duplicates) | 692 | 1257 | 1949 |

Classification of Different Students, Summer Session, 1936

| | Men | Women | Total |
|----------------------------------------------------------------|-----|-------|-------|
| Post Graduates | 71 | 94 | 165 |
| Seniors | 108 | 188 | 296 |
| Juniors | 116 | 427 | 543 |
| Sophomores | 54 | 368 | 422 |
| Freshmen | 22 | 103 | 125 |
| Unclassified | 38 | 106 | 144 |
| Special | 6 | 5 | 11 |
| Total | 415 | 1291 | 1706 |
| Total for Calendar Year (exclusive of duplicates) | 964 | 2344 | 3308 |

| | Men | Women | Total |
|-------------------------------------------------------------|-----|-------|-------|
| Extension enrollment (exclusive of duplicates) | 71 | 330 | 401 |

Pupils in the Training Schools and Affiliated Schools

| Campus Schools | Boys | Girls | Total |
|-----------------------------------------|------|-------|-------|
| Metcalf Elementary | 152 | 153 | 305 |
| University High School | 173 | 144 | 317 |
| Total in Campus Schools | 325 | 297 | 622 |
| Affiliated Schools | | | |
| Soldiers and Sailors Childrens School | | | |
| Elementary | 201 | 125 | 326 |
| Junior High School | 137 | 71 | 208 |
| Rural | | | |
| Maple Grove | 6 | 9 | 15 |
| Grove | 7 | 7 | 14 |
| Houghton | 31 | 30 | 61 |
| Little Brick | 24 | 22 | 46 |
| Walker | 9 | 8 | 17 |
| Total in Affiliated Schools | 415 | 272 | 687 |
| Total in All Training Schools | 740 | 569 | 1309 |

UNIVERSITY CALENDAR

1937-1938

FIRST SEMESTER

Monday, September 13—Registration for University High School.

Monday, September 13—Opening of University Elementary School.

Monday, September 13—Faculty Meeting, 3:00 P.M.

Tuesday, September 14—Freshman Assembly 10:00 A.M.

(Tuesday, Wednesday, and Thursday, September 14, 15, and 16, are Freshman Days and every entering Freshman must be present during that entire period to complete registration and other requirements.)

Friday, September 17—Registration for Freshmen who have entered previously and for Sophomores, Juniors, and Seniors.

Monday, September 20—All classwork begins.

Friday and Saturday, October 29 and 30—Annual Homecoming.

Wednesday, November 24—Thanksgiving Vacation begins (noon).

Monday, November 29—Thanksgiving Vacation ends (8:00 A.M.)

Wednesday, December 22—Christmas Vacation begins (5:00 P.M.)

Monday, January 3—Christmas Vacation ends (8:00 A.M.)

Friday, January 28—First Semester ends.

SECOND SEMESTER

Monday, January 31—Registration.

Tuesday, February 1—Classwork begins.

Friday, March 25—Central Division of Illinois Education Association.

Wednesday, April 13—Easter Vacation begins (5:00 P.M.)

Tuesday, April 19—Easter Vacation ends (8:00 A.M.)

Monday, May 30—Memorial Day Holiday.

Thursday, June 2—Classwork closes.

Sunday, June 5—Baccalaureate Exercises.

Monday, June 6—Alumni Reunion and Luncheon.

Monday, June 6—University Commencement.

SUMMER SESSION

Saturday, June 11—Registration.

Monday, June 13—Classwork begins.

Monday, July 4—Independence Day Holiday.

Friday, August 5—Summer term ends.

STATE OF ILLINOIS

HENRY HORNER
Governor

DEPARTMENT OF REGISTRATION AND EDUCATION

THE NORMAL SCHOOL BOARD

Ex-Officio Members

JOHN J. HALLIHAN
Director of Registration and Education (Springfield)
Chairman

JOHN A. WIELAND
Superintendent of Public Instruction (Springfield)
Secretary

Appointed Members

1931-1937

MR. J. D. DILL.....Carbondale
MISS HARRIET MCINTIRE.....Mendota

1933-1939

DR. WILLIAM H. SUNDERMAN.....Charleston
MR. JACOB E. ALSCHULER.....Aurora
MR. CHARLES E. McMORRIS.....Marshall

1935-1941

DR. PRESTON BRADLEY.....Chicago
MRS. REED GREEN.....Cairo
MR. ROSWELL B. O'HARRA.....Macomb

1937-1943

MR. OTTO G. BEICH.....Bloomington

Under the provisions of the Civil Administrative Code the Illinois State Normal University is governed by a board consisting of eleven members known as the Normal School Board. The Director of Registration and Education is ex-officio chairman of the Normal School Board and the State Superintendent of Public Instruction is ex-officio its secretary. Nine other members are appointed by the governor for terms of six years. This board is the governing board for the five state teachers colleges of Illinois.

ADMINISTRATION

Office of the President

| | |
|---------------------------------|---------------------------------------|
| RAYMOND W. FAIRCHILD, Ph.D..... | President |
| DOROTHY W. KING..... | Secretary to the President |
| FLORA P. DODGE..... | General Secretary Alumni Secretary |
| GERTRUDE M. HALL, A.B..... | Director of Alumni Activities |

Office of the University Dean

| | |
|-------------------------------|-----------------------|
| HERMAN H. SCHROEDER, A.M..... | Dean |
| LOTTIE V. BOUNDY, B.Ed..... | Secretary to the Dean |

Office of the Dean of Women

| | |
|-----------------------------|--------------------------------|
| O. LILLIAN BARTON, A.M..... | Dean |
| EDNA B. SLUDER..... | Secretary to the Dean of Women |

Office of the Dean of Men

| | |
|----------------------------|------------------------------|
| RALPH H. LINKINS, A.M..... | Dean |
| REYON C. SHOCKEY..... | Secretary to the Dean of Men |

Office of the Director of the Training Schools

| | |
|------------------------------|------------------------------------------------------------------------------------------|
| JOHN W. CARRINGTON, A.M..... | Director of the Training Schools Director of the Bureau of Appointments |
| FLOYD T. GOODIER, A.M..... | Acting Director of the Training Schools Acting Director of the Bureau of Appointments |
| GERTRUDE M. HALL, A.B..... | Assistant Director of the Bureau of Appointments |
| LORENE A. MEEKER..... | Secretary to the Director Secretary of Bureau of Appointments |

Office of the Registrar and Recorder

| | |
|-----------------------------|-----------|
| ELSIE BRENNEMAN, B.Ed. | Registrar |
| FERNE M. MELROSE, B.Ed..... | Recorder |
| LOUISE K. STRETCH..... | Secretary |

Business Office

| | |
|------------------------|---------------------------|
| RANDOLPH D. MARSH..... | Business Manager |
| RUTH V. CLEM..... | Secretary and Audit Clerk |
| FERNE A. ROSEMAN | Cashier |

STAFF OF INSTRUCTION

1936-1937

RAYMOND WILBER FAIRCHILD, Ph.D., LL.D., (1933)* *President of the University*

A.B., A.M., University of Michigan; Ph.D., Northwestern University; LL.D., Illinois Wesleyan University; University of Illinois; University of Chicago.

HERMAN HENRY SCHROEDER, A.M., (1913) *Dean of the University and Director of the Summer Session*

Ph.B., Cornell College; A.M., University of Chicago; Teachers College, Columbia University.

OLIVE LILLIAN BARTON, A.M., (1906) *Dean of Women*

A.B., University of Illinois; A.M., University of Chicago; Illinois State Normal University.

RALPH HARLAN LINKINS, A.M., (1917) *Dean of Men*

A.B., Illinois College; A. M., University of Illinois.

¹ JOHN WESLEY CARRINGTON, A.M., (1933) *Director of Training Schools and Director of Bureau of Appointments*

B.S., A.M., University of Illinois; Illinois State Normal University; University of Chicago; Northwestern University.

FLOYD T. GOODIER, A.M., (1935) *Acting Director of the Training Schools and Acting Director of the Bureau of Appointments*

A.B., Colgate University; A.M., Teachers College, Columbia University; University of Chicago.

ELSIE BRENNEMAN, B.Ed., (1927) *Registrar*

B.Ed., Illinois State Normal University.

HOWARD WILLIAM ADAMS, S.M., (1909) *Professor of Chemistry Head of the Department of Physical Science*

B.S., Iowa State College; S.M., University of Chicago; Armour Institute of Technology; University of Illinois.

HARRY FRANKLIN ADMIRE, B.Ed., (1923) *Assistant Professor of Commerce*

B.Ed., Illinois State Normal University; Valparaiso University; University of Illinois.

⁵ MABEL CLARE ALLEN, M.A., (1929) *Assistant Professor of Speech*

A.B., Bradley Polytechnic Institute; M.A., Northwestern University; Central School of Speech, London.

² MARION CAMPBELL ALLEN, B.A.E., (1927) *Assistant Professor of Art*

B.A.E., Chicago Art Institute; Teachers College, Columbia University; Pratt Institute; Chicago Academy of Fine Arts; University of Chicago; University of Illinois.

EDITH IRENE ATKIN, M.A., (1909) *Associate Professor of Mathematics Acting Head of the Department of Mathematics*

A.B., University of Michigan; M.A., Teachers College, Columbia University; Michigan State Normal College; University of Chicago.

*NOTE.—Figures in parenthesis indicate year of first employment in this University. Institutions listed after highest degree are other schools attended at some time.

¹Leave of absence for entire year 1936-37.

²Leave of absence first semester 1936-1937.

⁵Leave of absence granted for first semester 1937-38.

- THOMAS MORSE BARGER, M.S., (1913) *Assistant Professor of Physics*
A.B., M.S., University of Illinois; Illinois State Normal University.
- GLADYS L. BARTLE, M.S., (1930) *Instructor in Art*
B.S., M.S., University of Wisconsin; International School of Art; Chicago Academy of Fine Arts.
- MARGARET MURRAY BARTO, M.A., (1928) *Associate Professor of Physical Education, Director of the Division of Health and Physical Education for Women*
A.B., University of Illinois; M.A., Teachers College, Columbia University; University of Wisconsin.
- ELSIE BERGLAND, M.S., (1932) *Instructor in Physical Education*
B.S., M.S., University of Wisconsin.
- HARRIETT JOSEPHINE BERNINGER, A.M., (1929) *Assistant Professor of Education*
A.B., A.M., University of Illinois; Indiana State Teachers College; University of Chicago.
- WILLIAM ANDREW LAWRENCE BEYER, A.M., (1909) *Professor of Political Science, Head of the Social Science Department*
A.B., A.M., Ohio State University; University of Chicago; Columbia University; University of Illinois.
- ¹ANNA M. BLAKE, M.A., (1915) *Assistant Professor of Biology*
S.B., University of Chicago; M.A., Teachers College, Columbia University; Illinois State Normal University.
- BLAINE BOICOURT, M.A., (1926) *Assistant Professor of Music*
B.Mus. Ed., Northwestern University; M.A., Teachers College, Columbia University; Cincinnati Conservatory of Music; Southern Illinois State Normal University; Illinois State Normal University; Juilliard School of Music, (New York).
- RICHARD GIBBS BROWNE, Ph.D., (1928) *Associate Professor of Economics*
A.B., A.M., University of Illinois; Ph.D., Northwestern University; Southern Illinois State Normal University; University of Chicago.
- DOROTHY GARRETT BRUNK, M.A., (1935) *Assistant Professor of History*
B.Ed., Illinois State Normal University; M.A., Teachers College, Columbia University.
- ROSE BURGESS BUEHLER, M.A., (1930) *Instructor and Supervising Teacher in the Second Grade*
B.Ed., Illinois State Normal University; M.A., University of Chicago; Wheaton College.
- ²MARY ELIZABETH BUELL, M.A., (1926) *Assistant Professor of Home Economics*
Ph.B., University of Chicago; M.A., Teachers College, Columbia University; Thomas Normal Training School; University of Illinois; University of California.
- ETHEL BURRIS, Ph.B., (1936) *Assistant Professor of Education*
Ph.B., University of Chicago; University of Illinois; Teachers College, Columbia University; Harvard University; Oxford University.

² Leave of absence first semester 1936-37.

¹ Deceased.

- KATHERINE E. CARVER, A.M., (1922) *Assistant Professor of Latin*
A.B., Valparaiso University; A.B., Cornell University; A.M., University of Chicago;
University of Wisconsin; University of Illinois.
- ELMER WARREN CAVINS, (1897) *Assistant Professor of English (Emeritus)*
Illinois State Normal University; Illinois Wesleyan University; University of Chicago.
- HUBERTA CLEMANS, M.A., (1936) *Assistant Professor of Education*
and Supervising Teacher in the Sixth Grade
A.B., Cornell College; M.A., Teachers College, Columbia University; University of
Illinois.
- JOSEPH T. COGDAL, A.M., (1927) *Assistant Professor of Physical Education*
A.B., James Millikin University; A.M., University of Illinois; Northwestern University;
Illinois State Normal University.
- J. ROSE COLBY, Ph.D., (1892) *Professor of Literature (Emerita)*
A.B., A.M., Ph.D., University of Michigan.
- EDWARD LE ROY COLE, Ed.D., (1931) *Associate Professor of Education*
A.B., A.M., University of Michigan; Ed.D., University of California; Michigan State
Normal College.
- FRANCES CONKEY, M.S., (1936) *Assistant Professor of Home Economics*
B.S., James Millikin University; B.S., University of Illinois; M.S., Iowa State Col-
lege.
- ¹ MARGUERITE REGINA CONNELL, M.A., (1928) *Assistant Professor*
of Latin and English
B.Ed., Illinois State Normal University; M.A., University of Illinois; University of
Chicago; University of Colorado; Teachers College, Columbia University.
- MARGARET COOPER, Ed.D., (1932) *Associate Professor of Education*
Director of the Division of Elementary Education
B.A., Carleton College; M.A., Ed.D., Teachers College, Columbia University; State
Teachers College, Mankato, Minnesota.
- RACHEL MERRILL COOPER, M.D., (1928) *Director of University*
Health Service
M.D., University of Illinois; Women's and Children's Hospital; New York Post Grad-
uate Medical School; Washington University Medical School.
- MABEL PERCIE CROMPTON, S.M., (1924) *Assistant Professor of Geography*
B.Ed., Illinois State Normal University; S.M., University of Chicago.
- CLARENCE LE ROY CROSS, M.S., (1925) *Associate Professor of Physics*
B.S., State Teachers College, Emporia, Kansas; M.S., University of Iowa; Cornell
University.
- ALTA JOSEPHINE DAY, M.A., (1928) *Assistant Professor of Commerce*
B.A., Lawrence College; M.A., Teachers College, Columbia University; University
of California; Gregg College.
- B. ELIZABETH DEAN, M.S., (1934) *Assistant Professor of Hygiene*
A.B., Ottawa University; M.S., University of Iowa; University of Michigan.
- CHARLES ERNEST DECKER, M.A., (1925) *Associate Professor of Education*
Director of the Division of Secondary Education
A.B., Aurora College; M.A., University of Wisconsin; Nova Scotia Normal College;
New York University.

¹ Leave of absence entire school year 1936-37.

LORA MARY DEXHEIMER, (1902) *Instructor and Supervising Teacher (Emerita)*
Illinois State Normal University; Teachers College, Columbia University; University of Chicago.

CHRIS A. DE YOUNG, Ph.D., (1934) *Professor of Education*
Head of the Department of Education
Director of the Extension Division
A.B., Hope College; M.A., Teachers College, Columbia University; Ph.D., Northwestern University.

JESSIE MAY DILLON, (1900) *Instructor and Supervising Teacher (Emerita)*
Illinois State Normal University; University of Chicago.

THOMAS JAY DOUGLASS, M.S., (1928) *Assistant Professor of Agriculture*
B.S., M.S., University of Illinois; National Agricultural School of France; A.E.F. University, France.

ALVA W. DRAGOO, M.S., (1919) *Assistant Professor of Industrial Arts*
B.Ed., Illinois State Normal University; M.S., Iowa State College; Eastern Illinois State Teachers College; University of Wisconsin.

LEO J. DVORAK, M.A., (1935) *Assistant Professor of Music*
B.A., Mus.B., Upper Iowa University; M.A., University of Iowa; University of Illinois.

ALICE EBEL, A.M., (1934) *Instructor in the Teaching of Social Science*
A.B., Heidelberg College; A.M., University of Chicago.

CLARA ELIZABETH ELA, (1888) *Instructor in Art (Emerita)*
Illinois State Normal University; Massachusetts Normal Art School.

MARGERY ALICE ELLIS, A.M., (1927) *Assistant Professor of French*
Ph.B., A.M., University of Chicago; University of Paris; Ecole Normale de Seine et Oise, France; Institut Phonétique, University of Paris; Valparaiso University.

ROBERT SCOTT ELLWOOD, M.A., (1932) *Assistant Professor of the Teaching of Social Science*
B.S., State Teachers College, Kirksville, Missouri; M.A., University of Alabama; University of Toledo; University of Missouri; Kansas State College, Manhattan, Kansas; St. Stephen's College, Annandale-on-Hudson, New York; Northwestern University; Indiana University.

LURA MARY EYESTONE, B.S., (1901) *Instructor and Supervising Teacher in the Third Grade*
B.S., Teachers College, Columbia University; Illinois State Normal University; University of Chicago; Northwestern University.

MARIE FINGER, M.A., (1936) *Assistant Professor of Education and Supervising Teacher in the Seventh Grade*
B.A., Lawrence College; M.A., Northwestern University; University of Wisconsin; University of California; University of Washington; Graduate School of International Studies, Geneva, Switzerland.

ELINOR BERTHA FLAGG, M.S., (1925) *Assistant Professor of Mathematics*
B.S., M.S., University of Illinois; Eastern Illinois State Teachers College; Oxford University, England; University of Chicago; University of Colorado.

KENYON SCOTT FLETCHER, M.A., (1929) *Assistant Professor of Industrial Arts, Director of University Band*
B.S., Stout Institute; M.A., University of Minnesota; Colorado State College; University of Illinois.

- RALPH WALDO FOGLER, M.S., (1927) *Assistant Professor of Chemistry*
B.S., M.S., University of Illinois.
- THELMA GLADYS FORCE, M.A., (1932) *Assistant Professor of Education*
B.S., M.A., University of Minnesota; University of Chicago; Moorhead State Teachers College; St. Cloud State Teachers College.
- JOHN EUGENE FRALEY, B.Ed., (1929) *Assistant Professor of Biology*
B.Ed., Illinois State Normal University; University of Michigan; University of Illinois; University of Colorado; Northern Illinois State Teachers College.
- BERNICE GERTRUDE FREY, A.M., (1930) *Instructor in Physical Education*
B.A., Ohio Wesleyan University; A.M., Ohio State University; University of Wisconsin; University of California.
- ALBERT CHARLES FRIES, M.S., (1935) *Assistant Professor of Commerce*
B.S., M.S., University of Illinois; New Mexico Normal University, Las Vegas; Gregg College, Chicago.
- HAROLD EUGENE FRYE, M.A., (1931) *Instructor in Physical Education*
B.Ed., University of Akron; M.A., New York University; Ohio State University.
- F. RUSSELL GLASENER, Ph.D., (1935) *Assistant Professor of Economics*
B.A., Iowa State Teachers College; M.A., Ph.D., University of Iowa.
- RALPH URBAN GOODING, Ph.D., (1931) *Associate Professor of Chemistry*
B.S., Ph.D., University of Wisconsin.
- NINA E. GRAY, Ph.D., (1935) *Assistant Professor of Biology*
B.A., De Pauw University; M.A., Ph.D., University of Wisconsin; Marine Biological Laboratories (Massachusetts).
- * EDNA MAE GUEFFROY, A.M., (1929) *Assistant Professor of Geography*
B.Ed., Illinois State Normal University; A.M., Clark University; University of Chicago.
- LINDER W. HACKER, M.A., (1925) *Associate Professor of Education*
Director of the Division of Rural Education
B.Ed., Illinois State Normal University; M.A., State University of Iowa; Teachers College, Columbia University; University of Illinois.
- GERTRUDE MANCHESTER HALL, A.B., (1936) *Instructor, Student Personnel*
A.B., Stephen F. Austin Teachers College, Nacogdoches, Texas; Illinois State Normal University.
- ALMA MARY HAMILTON, M.A., (1915) *Assistant Professor and Supervisor of Student Teaching in English*
B.S., Illinois Wesleyan University; B.Ed., Illinois State Normal University; M.A., Teachers College, Columbia University.
- CHESTER MALCOLM HAMMERLUND, M.S., (1929) *Assistant Professor of Industrial Arts*
B.S., M.S., University of Illinois; Illinois State Normal University.
- HOWARD J. HANCOCK, M.S., (1931) *Associate Professor of Physical Education*
Director of Athletics
B.S., M.S., University of Wisconsin.

* Leave of absence granted for entire year 1937-38.

- CHARLES ATHIEL HARPER, M.S., (1923) *Associate Professor of History*
B.S., M.S., University of Illinois; Southern Illinois State Normal University.
- OPAL HARTLINE, Ph.D., (1936) *Assistant Professor of Biology*
B.S., McKendree College; M.S., Ph.D., University of Illinois; Washington University;
Cold Harbor Biological Station, N. Y.-Vermont.
- ANNIE WEZETTE HAYDEN, M.A., (1921)
Instructor and Supervising Teacher in the First Grade
Ph.B., University of Chicago; M.A., Columbia University; Southern Illinois State
Normal University.
- ¹ STELLA VAN PETTEN HENDERSON, A.M., (1933)
Assistant Professor of Education
B.Ed., Illinois State Normal University; A.M., University of Chicago; Northwestern
University; Teachers College, Columbia University.
- RUTH HENLINE, M.A., (1926) *Instructor in English*
A.B., Illinois Wesleyan University; B.Ed., Illinois State Normal University; M.A.,
Teachers College, Columbia University.
- FRANCIS W. HIBLER, Ph.D., (1935) *Assistant Professor of Psychology*
A.B., Bethany College, (West Virginia); M.A., Ph.D., Ohio State University.
- EUGENE LEONARD HILL, M.A., (1929) *Instructor in Physical Education*
B.Ed., Illinois State Normal University; M.A., State University of Iowa.
- DOROTHY HINMAN, M.A., (1925) *Assistant Professor of English*
B.A., University of Wisconsin; M.A., Teachers College, Columbia University; Oxford
University; University of Illinois.
- F. LINCOLN D. HOLMES, Ph.D., (1935) *Professor of Speech*
Director of the Division of Speech Education
Head of the Speech Department
A.B., University of Minnesota; A.M., Ph.D., University of Wisconsin; University of
Iowa; University of Paris.
- LESLIE A. HOLMES, M.S., (1936) *Assistant Professor of Geography*
B.S., M.S., University of Illinois; University of Iowa.
- MANFRED J. HOLMES, B.L., (1897) *Professor of Education (Emeritus)*
B.L., Cornell University; State Normal School, Winona, Minnesota; University of
Chicago.
- CLIFFORD EMORY HORTON, A.M., (1923)
Associate Professor of Physical Education
Director of the Division of Health and Physical Education for Men
Head of the Department of Health and Physical Education
B.P.E., Springfield Y.M.C.A. College; A.M., Clark University; University of Cali-
fornia; New York University; Indiana University.
- VICTOR M. HOUSTON, Ed.D., (1936) *Associate Professor of Education*
B.S., A.M., University of Missouri; Ed.D., Teachers College, Columbia University;
University of Chicago.

¹ Leave of absence entire school year 1936-37.

CLYDE WHITTAKER HUDELSON, M.S., (1920)

Associate Professor of Agriculture

Director of the Division of Agriculture Education

B.S., M.S., University of Illinois; Western Illinois State Teachers College; Illinois State Normal University; Colorado State Agricultural College.

ESTHER HUME, Ed.M., (1932)

Assistant Professor of Physical Education

A.B., University of Missouri; Ed.M., Harvard University; Teachers College, Columbia University; University of Wisconsin.

ERMA FRANCES IMBODEN, M.A., (1919)

Assistant Professor of Education

Ph.B., University of Chicago; M.A., Teachers College, Columbia University; Illinois State Normal University.

HOWARD J. IVENS, M.A., (1934)

Assistant Professor of the Teaching of Science

A.B., Northern Michigan State Teachers College; M.A., University of Michigan.

I'ANNA JONTZ, B.S., (1937)

Instructor in Health Education

School Nurse

B.S., Northwestern University; Columbia University; Moline Public Hospital.

JOHN A. KINNEMAN, A.M., (1927)

Associate Professor of Sociology

A.B., Dickinson College; A.M., University of Pennsylvania; State Normal School, West Chester, Pennsylvania; University of Chicago.

EMMA R. KNUDSON, M.S. in Ed., (1934)

Associate Professor of Music

Acting Director of the Division of Music Education

Acting Head of the Department of Music

B.M., American Conservatory of Music; B.S. in Ed., Drake University; M.S. in Ed., Northwestern University; Jewell College; Bush Conservatory of Music; College of Pudget Sound; Teachers College, Columbia University; University of Chicago.

HAROLD F. KOEPKE, M.A., (1934)

Assistant Professor of Commerce

B.Ed., State Teachers College, Whitewater, Wisconsin; M.A., University of Iowa; University of Chicago.

ERNEST M. R. LAMKEY, Ph.D., (1927)

Professor of Botany

Head of the Department of Biological Science

A.B., A.M., Ph.D., University of Illinois.

THOMAS JESSE LANCASTER, A.M., (1919)

Associate Professor of Education

B.Ed., Illinois State Normal University; A.M., University of Chicago; University of Illinois.

ARTHUR H. LARSEN, Ph.M., (1935)

Assistant Professor of the Teaching of Mathematics

Assistant Principal, University High School

B.Ed., State Teachers College, Superior, Wisconsin; Ph.M., University of Wisconsin; University of Chicago.

HARRY OWEN LATHROP, Ph.D., (1933)

Professor of Geography

Head of the Department of Geography

B.Ed., Illinois State Normal University; S.M., University of Chicago; Ph.D., University of Wisconsin.

MARGARET ELIZABETH LEE, (1907)

Assistant Professor of Kindergarten Education (Emerita)

Training School for Kindergartners; Chicago Normal College; University of Chicago; University of California; Teachers College, Columbia University.

- WILLIAM R. LUECK, Ph.D., (1936) *Assistant Professor of Mathematics*
B.A., M.S., University of North Dakota; Ph.D., University of Iowa.
- BLANCHE MC AVOX, Ph.D., (1926) *Assistant Professor of Biology*
Supervisor of Student Teaching in Science
B.A., University of Cincinnati; A.M., Ohio State University; Ph.D., University of Chicago.
- ¹ NEVA MC DAVITT, A.M., (1929) *Instructor in Geography*
B.Ed., Illinois State Normal University; A.M., Clark University; Teachers College, Columbia University.
- CONSTANTINE FRITHIOF MALMBERG, Ph.D., (1928) *Associate Professor of Psychology*
A.B., Bethany College; Ph.D., State University of Iowa; Columbia University; Yale University.
- EVERETT L. MARSHALL, Ph.D., (1936) *Assistant Professor of Psychology*
B.E., Northern Illinois State Teachers College; M.A., Ph.D., State University of Iowa; University of Denver.
- HELEN E. MARSHALL, Ph.D., (1935) *Assistant Professor of Social Science*
A.B., College of Emporia; M.A., University of Chicago; Ph.D., Duke University; University of Colorado.
- JULIUS MILLER, Ph.D., (1935) *Professor of Art*
Director of the Division of Art Education
Head of the Art Department
B.S., M.A., University of Wisconsin; Ph.D., University of Budapest; University of Illinois; Chicago Academy of Fine Arts.
- LEE WALLACE MILLER, Ph.D., (1935) *Assistant Professor of Biology*
B.A., Goshen College; M.S., Ph.D., University of Iowa; University of Kansas; University of Colorado.
- ¹ CLIFFORD NEWTON MILLS, A.M., (1925) *Professor of Mathematics*
Head of the Department of Mathematics
B.S., Franklin College; A.M., Indiana University; University of Michigan; University of Wisconsin.
- CAMILLE MONTGOMERY, M.A., (1936) *Instructor in Art*
B.A., Iowa State University; M.A., Teachers College, Columbia University; Parsons College.
- MARY ELIZABETH MOODY, A.M., (1937) *Assistant Professor of Education*
and Supervising Teacher in the Kindergarten
B.Ed., National College of Education; A.M., University of Michigan; Middlebury College, Vermont; Antioch College, Ohio; Merrill-Palmer School, Detroit, Michigan.
- CLIFFORD WALTER MOORE, M.A., (1928) *Assistant Professor of Social Science*
B.Ed., Illinois State Normal University; M.A., University of Illinois.
- THELMA NELSON, M.A., (1931) *Assistant Professor of English*
B.A., Des Moines University; M.A., Teachers College, Columbia University; University of Illinois; University of Colorado.

¹ Leave of absence entire school year 1936-37.

- ADNAH CLIFTON NEWELL, B.S. in E.E., (1910)
Professor of Industrial Education (Emeritus)
 B.S. in E.E., University of Michigan; Bay View Summer University; Teachers College, Columbia University; Cummings School of Art, Des Moines, Iowa.
- ³ ROWENA FOLEY NOE, M.A., (1932)
Instructor and Supervising Teacher in the Kindergarten
 A.B., Colorado State College of Education; M.A., Teachers College, Columbia University; National College of Education.
- ALICE ROXANNE OGLE, M.A., (1932) *Instructor and Supervisor of Art*
 A.B., Colorado College of Education; M.A., Teachers College, Columbia University.
- GERDA OKERLUND, Ph.D., (1931) *Associate Professor of English*
 A.B., A.M., Ph.D., University of Washington; University of California; University of Michigan; Stanford University; University of Chicago.
- CLARENCE ORR, A.M., (1929) *Associate Professor of History*
 A.B., A.M., University of Illinois; State University of Iowa; Des Moines University; James Millikin University; The Pennsylvania State College.
- GEORGE MERIT PALMER, A.M., (1923) *Professor of English*
Acting Head of the Department of English
 A.B., A.M., University of Illinois; Illinois State Normal University.
- ROSE ETOILE PARKER, Ph.D., (1931) *Associate Professor of Education*
 B.A., University of North Dakota; A.M., University of Chicago; Ph.D., University of Wisconsin.
- MARGARET KATHERINE PETERS, M.S., (1930) *Instructor in Commerce*
 B.S., Indiana University; M.S., New York University; University of Chicago; Cambridge University.
- HARVEY ANDREW PETERSON, Ph.D., (1909) *Professor of Psychology*
Head of the Department of Psychology
 A.B., University of Chicago; A.M., Harvard University; Ph.D., University of Chicago.
- HENRY A. POPPEN, M.S., (1934) *Instructor in the Teaching of Mathematics*
 B.S., Kansas Wesleyan University; M.S., Northwestern University.
- LAURA HAYES PRICER, Ph.M., (1911) *Associate Professor of English*
 B.S., Vanderbilt University; Ph.M., University of Chicago; University of Iowa.
- RALPH W. PRINGLE, M.S., (1913) *Professor of Education (Emeritus)*
 B.S., St. Lawrence University; A.B., Harvard University; M.S., St. Lawrence University.
- ¹ JESSIE EULALIA RAMBO, M.A., (1922) *Associate Professor of Home Economics*
Director of the Division of Home Economics Education
Head of the Home Economics Department
 A.B., University of Illinois; M.A., Teachers College, Columbia University; Illinois State Normal University; University of Chicago; University of Iowa; Bradley Polytechnic Institute.
- AGNES FRASER RICE, M.A., (1927) *Associate Professor of Education*
 Ph.B., University of Chicago; M.A., Teachers College, Columbia University; State Teachers College, Mankato, Minnesota.

¹ Leave of absence for entire year 1936-37.

³ Leave of absence second semester 1936-37.

- ESTHER A. RICHARD, M.A., (1934) *Assistant Professor of English*
A.B., Albion College; M.A., Teachers College, Columbia University.
- JOSEPHINE ROSS, M.A., (1926) *Assistant Professor of Home Economics*
B.S., MacMurray College; M.A., Teachers College, Columbia University; University of Colorado; University of Chicago; Oregon State Agricultural College; University of Wisconsin.
- PAUL ROYALTY, Ph.D., (1935) *Associate Professor of English*
A.B., Oakland City College, (Indiana); A.M., Indiana University; Ph.D., University of Michigan.
- BERTHA MAY ROYCE, Ph.D., (1925) *Assistant Professor of Biology*
B.A., Wellesley College; A.M., Columbia University; Ph.D., University of Washington; University of Illinois; North Central College.
- ELIZABETH RUSSELL, M.A., (1935)
Instructor and Supervising Teacher in the Fourth Grade
A.B., University of Iowa; M.A., Teachers College, Columbia University; Peabody College.
- * GRACE REBECCA SHEA, B.S., (1927) *Instructor in Health Education*
University Nurse
R.N., Benjamin Bailey Sanitarium; B.S., Nebraska Wesleyan University; Illinois State Normal University; University of Nebraska; Teachers College, Columbia University.
- JANET KATHERINE SMITH, A.M., (1931) *Assistant Professor of Art*
Ph.B., A.M., University of Chicago; Wellesley College; Chicago Academy of Fine Arts; Teachers College, Columbia University.
- LEON SHELDON SMITH, A.M., (1925) *Assistant Professor of Physics*
A.B., Albion College; A.M., University of Michigan; University of Paris; University of Iowa.
- FRED S. SORRENSEN, Ph.D., (1919) *Associate Professor of Speech*
A.B., Mt. Morris College, A.M., Ph.D., University of Michigan; State Teachers College, Mt. Pleasant, Michigan; Columbia College of Expression; Teachers College, Columbia University; Harvard University; University of Chicago.
- * CARLEEN STECKELBERG, M.A., (1936) *Instructor in Art*
B.S., M.A., University of Nebraska; Stephens College.
- ETHEL GERTRUDE STEPHENS, M.A., (1919)
Assistant Professor and Supervisor of Student Teaching in History
A.B., University of Illinois; M.A., Columbia University; Illinois State Normal University; University of Chicago.
- RAY M. STOMBAUGH, Ph.D., (1935) *Professor of Industrial Arts*
Director of the Division of Industrial Education
Head of the Industrial Arts Department
B.S., Stout Institute (Wisconsin); M.A., Ph.D., Teachers College, Columbia University; University of Michigan; Western State Teachers College (Kalamazoo); Central Michigan Normal School (Mt. Pleasant).
- RUTH STROUD, M.S., (1930) *Assistant Professor of the Teaching of English*
B.S., M.S., University of Illinois; James Millikin University; Southern Illinois State Normal University.

* Leave of absence second semester 1936-37.

* First semester, 1936-37.

- EDWIN G. STRUCK, M.S., (1935) *Assistant Professor of the Teaching of Physical Education, Director of University High School Athletics*
A.B., DePauw University; M.S., Indiana University; University of Missouri.
- LUCY LUCILE TASHER, Ph.D., (1935) *Assistant Professor of History*
Ph.B., J.D., A.M., Ph.D., University of Chicago; University of Southern California.
- MARION ANSEL TAYLOR, Ph.D., (1931) *Assistant Professor of English*
B.A., M.A., Ph.D., State University of Iowa.
- FLORENCE EVELYN TEAGER, Ph.D., (1931) *Associate Professor of English*
B.A., M.A., Ph.D., State University of Iowa; University of Chicago.
- KATHERINE THIELEN, M.S., (1935) *Instructor in Physical Education*
B.S., University of Iowa; M.S., University of Wisconsin.
- CHRISTINE AUGUSTA THOENE, M.A., (1918) *Assistant Professor of Education and Supervising Teacher in the Fifth Grade*
A.B., Iowa State Teachers College; M.A., Teachers College, Columbia University; University of Chicago.
- GLADYS TIPTON, M.S., in Ed., (1936) *Assistant Professor of Music*
B.F.A. in Ed., University of Nebraska; M.S., in Ed., Northwestern University; Syracuse University.
- BERNICE ALVINA TUCKER, A.M., (1932) *Assistant Professor of the Teaching of Home Economics*
B.S., University of Nebraska; A.M., University of Chicago; State Teachers College, Kearney, Nebraska.
- ESTHER VINSON, A.M., (1926) *Associate Professor of English*
A.B., B.S., A.M., University of Missouri; University of Wisconsin; University of Iowa; University of Chicago.
- SHERMAN G. WAGGONER, Ph.D., (1936) *Professor of Education Principal of University High School*
B.A., Ball State Teachers College; M.A., Ph.D., State University of Iowa.
- NELL BLYTHE WALDRON, Ph.D., (1934) *Associate Professor of History*
B.A., M.A., Ph.D., Northwestern University; Kansas State Teachers College; University of Chicago.
- MAE CLARK WARREN, M.S., (1936) *Assistant Professor of Home Economics and Director of Fell Hall*
B.S., M.S., Iowa State College.
- MARY DOROTHY WEBB, M.A., (1930) *Assistant Professor of the Teaching of Commerce*
B.A., Lawrence College; M.A., University of Wisconsin; University of Chicago.
- FRANK WILLIAM WESTHOFF, (1901) *Associate Professor of Music (Emeritus)*
Extensive private study of music.
- MARGARET MARY WESTHOFF, M.S., (1933) *Instructor in Music*
B.Ed., Illinois State Normal University; M.S., Northwestern University.

- JENNIE ALMA WHITTEN, Ph.D., (1919) *Associate Professor of Modern Languages, Head of the Department of Foreign Languages*
A.B., A.M., University of Illinois; Ph.D., University of Wisconsin; Northern Illinois State Teachers College; University of Grenoble; University of Chicago.
- GLADYS WIGGINS, M.S., (1935) *Assistant Professor of Hygiene*
B.S., Northern State Teachers College, Marquette, Michigan; M.S., University of Michigan.
- FLORA M. WILDER, Ph.D., (1936) *Assistant Professor of Education*
B.A., M.A., Ph.D., University of Wisconsin; University of Chicago.
- ARTHUR ROWLAND WILLIAMS, A.M., (1914) *Associate Professor of Commerce*
Director of the Division of Commerce Education
Head of the Commerce Department
A.B., Kenyon College; A.M., University of Illinois; University of Chicago.
- LELA WINEGARNER, A.M., (1933) *Instructor in the Teaching of English*
B.Ed., Illinois State Normal University; A.M., University of Chicago.
- ALMA WINGEIER, M.S., (1934) *Instructor in the Teaching of Physical Education*
A.B., Western State Teachers College, (Kalamazoo); M.S., University of Michigan.
- * RUTH V. YATES, M.A., (1935) *Assistant Professor of Speech*
B.A., Cornell College; M.A., Teachers College, Columbia University; Phidelah Rice School of Speech, Boston; University of Iowa; University of Wisconsin.

* Leave of absence granted for second semester 1937-38.

LIBRARY STAFF

- ELEANOR WEIR WELCH, M.S., (1929) *Assistant Professor and Head Librarian*
A.B., Monmouth College; M.S., School of Library Service, Columbia University; Library School, University of the State of New York.
- * CLARA LOUISE GUTHRIE, B.S., (1932) *Assistant Librarian*
A.B., Hastings College; B.S., Library School, University of Illinois.
- EDNA IRENE KELLEY, B.Ed., (1913) *Assistant Librarian*
B.Ed., Illinois State Normal University.
- MILDRED KERR, M.A., (1935) *Assistant Librarian*
A.B., Baker University; M.A., University of Chicago; B.S. in L.S., Library School, University of Illinois.
- GERTRUDE ANDREWS PLOTNICKY, (1913) *Assistant Librarian*
Chicago Public Library Training School; University of Wisconsin.
- GENEVIEVE ANNA POHLE, A.B., (1923) *Assistant Librarian*
A.B., University of Wisconsin; Library School, University of Wisconsin.
- RUTH ZIMMERMAN, M.A., (1935) *Assistant Librarian*
B.S., Kansas Teachers College (Emporia); M.A., University of Minnesota; Harvard University.

* Leave of absence second semester 1936-37.

AFFILIATED SCHOOLS

ILLINOIS SOLDIERS AND SAILORS CHILDRENS SCHOOL

⁹ O. R. BONTRAGER, Ph.D., (1934) *Associate Professor of Education*
Principal of Illinois Soldiers and Sailors Childrens School
 B.A., M.A., Ph.D., University of Iowa; Iowa State Teachers College.

CHRISTIAN EDWARD HARPSTER, M.A., (1928) *Assistant Professor of Education*
Principal of Illinois Soldiers and Sailors Childrens School
 B.Ed., Illinois State Normal University; M.A., State University of Iowa.

MAY GOODWIN, B.Ed., (1920) *Instructor in Junior High School*
Assistant Principal
 B.Ed., Illinois State Normal University; University of Wisconsin; University of Illinois.

MARGARET T. ALLISON, A.B., (1936)
Instructor and Supervising Teacher in the Junior High School
 A.B., Colorado College, Colorado Springs; Ward-Belmont School, Nashville, Tennessee;
 Bethany College, Lindsborg, Kansas; Colorado State College of Education.

GRACE FULLER ANDERSON, B.Ed., (1920)
Instructor and Supervising Teacher in the First Grade
 B.Ed., Illinois State Normal University.

WINIFRED H. BALLY, B.Ed., (1929) *Instructor in Physical Education*
 B.Ed., Illinois State Normal University; New York University.

VEDA BOLT BAUER, B.Ed., (1923)
Instructor and Supervising Teacher in the Junior High School
 B.Ed., Illinois State Normal University.

¹⁰ ESTHER BOEHLJE, M.A., (1935)
Instructor and Supervising Teacher in the Second Grade
 B.A., Iowa State Teachers College; M.A., University of Iowa.

LOIS CLINE, (1935) *Instructor and Supervising Teacher in the First Grade*
 Illinois State Normal University.

JOHN FRANCIS FOY, B.S. in Phys. Ed., (1937) *Instructor in Physical Education*
 B.S., Notre Dame University.

HENRY O. HEBERT, B.M., (1934)
Instructor in Instrumental Music and Band Director
 B.M., Butler University; State University of Iowa.

NELL HOLTMAN, M.A., (1935)
Instructor and Supervising Teacher in the Fourth Grade
 B.S., University of Kansas; M.A., University of Iowa; Creighton University.

MAX HONN, A.B., (1932) *Instructor and Supervisor of Vocational Work*
 A.B., Illinois Wesleyan University.

JOHN EDGAR HOUGHTON, B.S., (1936)
Instructor and Supervisor of Vocational Work
 B.S., University of Illinois; Lincoln College; Northwestern University; Illinois State Normal University.

⁹ Resigned, October 16, 1936.

¹⁰ Resigned, September 16, 1936.

- VERNA HOYMAN, M.S., (1935)
Instructor and Supervising Teacher in the Junior High School
 B.A., Iowa State Teachers College; M.S., Northwestern University; University of Iowa.
- MARIANNA IRWIN, M.A., (1936) *Instructor in Special Room Work*
 B.S. in Ed., M.A., Northwestern University; University of Chicago; National Kindergarten and Elementary College; University of Michigan.
- MILDRED O'MALIA KELLY, B.Ed., (1930)
Instructor and Supervising Teacher in the Sixth Grade
 B.Ed., Illinois State Normal University.
- CLARA KEPNER, B.Ed., (1930)
Instructor and Supervising Teacher in the Sixth Grade
 B.Ed., Illinois State Normal University; Colorado State Teachers College; University of Illinois.
- ¹¹ LETHAL KIESLING, M.A., (1935)
Instructor and Supervising Teacher in the First Grade
 B.S., M.A., University of Iowa; Simpson College; Iowa State Teachers College.
- FRED JOHN KNUPPEL, B.Ed., (1925) *Instructor in Industrial Arts*
 B.Ed., Illinois State Normal University; Colorado State College of Education.
- FAITH HERRICK LARSEN, (1936)
Instructor and Supervising Teacher in the Third Grade
 State Teachers College, Stevens Point, Wisconsin; University of Wisconsin.
- GERTRUDE E. MILASEWICZ, B. Ed., (1936) *Instructor in Special Room Work*
 B.Ed., National College of Education; Northwestern University; University of Illinois.
- MABLE ANN PUMPHREY, B.S., (1920)
Instructor and Supervising Teacher in the Fifth Grade
 B.S., Illinois Wesleyan University; Illinois State Normal University; Clark University.
- ROSE P. SAMUELL, M.A., (1935)
Instructor and Supervising Teacher in the Fourth Grade
 A.B., M.A., University of Illinois.
- JOSEPHINE SHEA, M.A., (1929)
Instructor and Supervising Teacher in the Sixth Grade
 B.Ed., Illinois State Normal University; M.A., Teachers College, Columbia University; University of Iowa.
- CHRISTINE STOMBAUGH, M.A., (1936) *Instructor in Home Economics*
 B.Ed., State Teachers College, Stevens Point, Wisconsin; B.S., Stout Institute; M.A., Teachers College, Columbia University.
- L. GORDON STONE, M.A., (1936)
Instructor and Supervising Teacher in the Junior High School
 B.A., State Teachers College, Valley City, North Dakota; M.A., Northwestern University; University of Illinois.
- THALIA J. TARRANT, M.A., (1935)
Instructor and Supervising Teacher in the Fifth Grade
 B.S., M.A., University of Missouri.

¹¹ Resigned, October 23, 1936.

GRACE L. TUCKER, B.Ed., (1924)

Instructor and Supervising Teacher in the Kindergarten

B.Ed., Illinois State Normal University; University of Wisconsin; University of Iowa.

³ EDSON J. WHITE, B.Ed., (1933)

Instructor in Physical Education

B.Ed., Illinois State Normal University; New York University.

RURAL SCHOOLS

INEZ WHITTENBERG CHRISTEN, M.S. in Ed., (1934)

Instructor and Super-

visor of Student Teaching in the Maple Grove School

B.Ed., Illinois State Normal University; M.S. in Ed., Northwestern University; University of Chicago.

NANCY ANNIS CLARK, M.S. in Ed., (1927)

Instructor and Supervisor of

Student Teaching in the Little Brick School

B.Ed., Illinois State Normal University; M.S. in Ed., Northwestern University; Eastern Illinois State Teachers College; University of Chicago.

⁴ DEWEY FRISTOE, A.M., (1931)

Instructor and Supervisor of Student Teaching in the Houghton School

B.Ed., Illinois State Normal University; A.M., Colorado State College of Education; University of Illinois.

⁴ LOIS A. FRISTOE, (1931)

Instructor and Supervisor of Student Teaching in the Houghton School

Illinois State Normal University; University of Illinois; Colorado State College of Education.

HALENA GOULD, B.Ed., (1935)

Instructor and Supervisor of Student Teaching in the Grove School

B.Ed., Illinois State Normal University; University of Chicago.

WANETA SEDGWICK, B.S., (1936)

Instructor and Supervisor of Student Teaching in the Walker School

B.S., University of Illinois; Eastern Illinois State Teachers College.

VISITING STAFF MEMBERS

Summer Session of 1937

CAROLYN BALLY

Instructor in Physical Education, Childrens School

Illinois State Normal University.

(Principal Grade School, Bonfield, Illinois)

RUTH M. CLEARY, A.M.

Assistant Professor of Commerce

A.B., A.M., University of Michigan; Cleary College; New York University; Northwestern University.

(Head of Commercial Department, Riverside-Brookfield High School, Riverside, Illinois)

MARIAN HELEN DEAN, A.M.

Assistant on Geography Tour

B.Ed., Illinois State Normal University; A.M., University of Illinois.

(Teacher of English and History, East Moline High School, East Moline, Illinois)

ALVIN R. EDGAR, M.A.,

Assistant Professor of Music

B.A., Upper Iowa University; M.A., University of Iowa; University of Arizona.

(Assistant Professor of Music, Director of Bands and Orchestra, Iowa State College)

³ Leave of absence second semester 1936-1937.

⁴ Leave of absence granted for entire year 1937-1938.

ANNA MARIE GOLDSMITH, M.A.,

*Instructor and Supervising Teacher in the Third Grade
Childrens School*

B.A., Dakota Wesleyan University, Mitchell, South Dakota; M.A., State University of Iowa.

(Hyde County Superintendent of Schools, South Dakota)

FRANKLIN R. LINDQUIST, M.S. in Ed.

Instructor in Scouting

B.S., M.S. in Ed., Northwestern University.

(Teacher of English, Maine Township High School, Des Plaines, Illinois)

MONROE MELTON, A.M.

Assistant Professor of Education

A.B., Indiana State Teachers College; A.M., University of Colorado; Indiana University; University of Chicago.

(Superintendent of Schools, Normal, Illinois)

DALE MILLER, B.Ed.

Instructor in Music

Childrens School

B.Ed., Illinois State Normal University.

(Supervisor of Music, Public Schools, Pontiac, Illinois)

MABEL F. RICE, M.A.

Assistant Professor of English

Ph.B., University of Chicago; M.A., University of Southern California; State Teachers College, Stevens Point, Wisconsin.

(Head of Department of Education, Whittier College, Whittier, California)

MARGARET LUCILLE ROMANUS, A.M.

Instructor in the Teaching of Social Science

B.S., A.M., University of Illinois; Eastern Illinois State Teachers College, Charleston; Southern Illinois State Normal University, Carbondale; University of Indiana.

(Teacher of Social Studies, Lake Forest Public Schools, Lake Forest, Illinois)

MARGARET SCOVELL, M.A., (1937) *Instructor in the Teaching of English*

B.S., Kansas State Teachers College, Pittsburg; M.A., Teachers College, Columbia University; Kansas University; Oxford University, England.

(Head of English Department, Niles, Michigan High School)

NATIONAL MUSIC CAMP

Interlochen, Michigan

(Affiliated with Illinois State Normal University)

JOSEPH E. MADDY, Mus.D.

President and Musical Director

Mus.D., Cincinnati Conservatory of Music.

(Professor of Music, University of Michigan)

THADDEUS P. GIDDINGS, Mus.M.

Vice-President and Director of Instruction

Mus.M., McPhail School of Music.

(Supervisor of Music, Minneapolis Public Schools)

EMMA R. KNUDSON, M.S. in Ed.

Director of Girls' Division and

Administrative Representative of Illinois State Normal University

B.M., American Conservatory of Music; B.S. in Ed., Drake University; M.S. in Ed., Northwestern University; Jewell College; Bush Conservatory of Music; College of Pudget Sound; Teachers College, Columbia University; University of Chicago.

(Associate Professor of Music and Acting Director of the Division of Music Education, Illinois State Normal University)

†ANDRE, ANDRAUD

(Oboist, Cincinnati Symphony Orchestra)

*VLADIMIR BAKALEINIKOFF, Mus.D.

Mus.D., Cincinnati Conservatory of Music.

(Assistant Conductor, Cincinnati Symphony Orchestra)

†PERCY GRAINGER

(Composer, conductor, and pianist)

†EMIL HEERMANN

(Concertmaster, Cincinnati Symphony Orchestra and Professor of Violin, Cincinnati College of Music)

†CLARKE S. KESSLER, B.A.

B.A., University of Chicago.

(Bassoonist and Official Pianist, Chicago Symphony Orchestra)

†JOSEPH KOLMSCHLAG

Graduate Conservatory of Music, Vienna.

(Solo String Bass and Tuba, Cincinnati Symphony Orchestra)

†ROBERT KORST

(Head of Opera Department, Cincinnati College of Music, Coach of Opera, Cincinnati Symphony Orchestra)

†SAMUEL G. KRAUSS, B.M.

B.M., Curtis Institute of Music, Philadelphia, Pennsylvania.

(First and solo trumpet St. Louis Symphony Orchestra)

†CECIL LEESON, F.C.M.

A.C.M., F.C.M., Dana Musical Institute; Arizona State Teachers College; University of Arizona.

(Saxophone Instructor, New York School of Music and Arts)

†FRANK MILLER, B.M.

B.M., Curtis Institute of Music, Philadelphia, Pennsylvania.

(Solo Cellist, Minneapolis Symphony Orchestra)

†EDWARD A. MURPHY, B.M.

B.M., Eastman School of Music, Rochester, New York.

(Solo Hornist, St. Louis Symphony Orchestra)

*WILLIAM W. NORTON, Mus.D.

A.B., M.A., University of North Dakota; Mus.D., Sioux Falls College, Sioux Falls, South Dakota.

*GRAHAM T. OVERGARD, Mus.B.

B.S., in Mus.Ed., University of Kansas; Mus.B., Ithaca Conservatory of Music.

(Director of Music, Urbana, Illinois, Schools; Assistant Conductor of Bands, University of Illinois)

†EMORY B. REMINGTON

(Solo Trombonist, Rochester Philharmonic Orchestra and teacher of Trombone, Eastman School of Music)

*WILLIAM J. SKEAT

Graduate from the Organ and Theory Departments, University of Michigan.

(Composer, arranger, organist, pianist)

† Private Instructor.

* Class Instructor.

†MIKAIL STOLAREVSKY, M.A.

M.A., Imperial Conservatorie of Music at Kiev, Russia.

(Violinist Cincinnati Symphony, Viola and Violin Teacher, Cincinnati Conservatory of Music)

*FRANK TICHY

(Teacher of Percussion Instruments, Cleveland Public Schools)

*BURNET C. TUTHILL, M.Mus.

A.B., M.A., Columbia University; M.Mus., College of Music of Cincinnati.

(Examiner, National Association of Schools of Music, Director of Music, Southwestern College, Memphis, Tennessee)

†LAURENT TORNO

(First Flute St. Louis Symphony Orchestra)

*ARTHUR E. WARD, B.M.

B.M., Syracuse University.

(Director of Music Education, Montclair, New Jersey)

*ARTHUR L. WILLIAMS, B.S.M.

A.B., B.S.M., Oberlin Conservatory of Music; Teachers College, Columbia University.

(Assistant Professor of Public School Music, Oberlin Conservatory of Music.)

†HENRY J. WILLIAMS

Royal Academy of Music, London.

(Solo Harpist, Minneapolis Symphony Orchestra)

† Private Instructor.

* Class Instructor.

STANDING COMMITTEES

SCHOOL YEAR 1936-1937

Apportionment—C. A. Harper (Chairman), H. W. Adams, Margery Ellis, Josephine Ross.

Athletics—C. E. Horton (Chairman), H. J. Hancock, Margaret Barto, Esther Hume, R. M. Stombaugh, L. W. Miller, R. G. Browne.

Educational Research—C. F. Malmberg (Chairman), H. A. Peterson, J. A. Kinneman, Esther Vinson, Blanche McAvoy, C. M. Hammerlund, Thelma Force, Floyd T. Goodier, Flora Wilder.

Entertainments, Lectures and Concerts—R. H. Linkins (Chairman), Richard Browne, C. L. Cross, Edna M. Gueffroy, Marion Taylor, Emma R. Knudson.

Forensics—F. L. D. Holmes (Chairman), F. S. Sorrenson, Mabel C. Allen, Ruth Yates, T. J. Lancaster, C. A. Harper, Ruth Henline, Lucy L. Tasher.

Library—W. A. L. Beyer (Chairman), Florence E. Teager, Eleanor W. Welch, Charles E. Decker, Helen E. Marshall, E. M. R. Lamkey, Rose E. Parker.

Public Relations—C. A. De Young (Chairman), C. W. Hudelson, H. J. Hancock, C. M. Hammerlund, Paul Royalty, R. U. Gooding, S. G. Waggoner, Emma R. Knudson, Elsie Brenneman, Gertrude M. Hall, Frances Conkey.

Radio—Kenyon S. Fletcher (Chairman), C. E. Harpster, Laura H. Pricer, F. W. Hibler, F. L. D. Holmes, Marie Finger.

Social—Elinor Flagg (Chairman), John E. Fraley, Clarence Orr, Esther Richard, E. L. Cole, Gladys L. Bartle, Elsie Bergland.

Student Life and Welfare—O. Lillian Barton (Chairman), Mae C. Warren, R. H. Linkins, Rachel M. Cooper, Nell B. Waldron, Jennie Whitten, R. U. Gooding, Margaret Peters, E. M. R. Lamkey, Dorothy Hinman, C. E. Horton, B. Elizabeth Dean.

Student Publications—Paul Royalty (Chairman), G. M. Palmer, H. F. Admire, Esther Vinson, T. J. Lancaster, Elsie Brenneman, Janet K. Smith.

Visual Education—C. L. Cross (Chairman), Edith I. Atkin, Blaine Boicourt, Agnes F. Rice, Katherine Carver, Esther Richard, Julius Miller, R. M. Stombaugh, Bernice Frey, H. W. Adams, Bernice Tucker, H. O. Lathrop, H. A. Peterson, C. W. Hudelson, Margaret K. Peters, Nell Waldron, Eleanor W. Welch, F. S. Sorrenson, Margaret Cooper.

University Senate—H. W. Adams, Edith I. Atkin, Margaret M. Barto, O. Lillian Barton, W. A. L. Beyer, Elsie Brenneman, Frances Conkey, Margaret Cooper, Charles E. Decker, C. A. De Young, Floyd T. Goodier, L. W. Hacker, C. E. Harpster, F. L. D. Holmes, C. E. Horton, C. W. Hudelson, Emma R. Knudson, E. M. R. Lamkey, H. O. Lathrop, R. H. Linkins, Julius Miller, G. M. Palmer, H. A. Peterson, R. M. Stombaugh, S. G. Waggoner, Jennie Whitten, A. R. Williams, H. H. Schroeder, R. W. Fairchild.

Secretary of the Faculty and Senate—Elsie Brenneman.
President and Dean of the University are ex-officio members of all committees.

HISTORY OF THE UNIVERSITY

FOUNDING AND EARLY HISTORY

The Illinois State Normal University was founded in 1857, and was the second state normal school established west of the Allegheny Mountains and the ninth in the United States. Its location at North Bloomington (later called Normal) made it conveniently accessible from all parts of Illinois. Its site of fifty-six acres of beautiful campus and an experimental farm of ninety-five acres was donated by citizens of Bloomington and McLean county. Until the first building, now known as "Old Main," was ready for use in 1860 the school was housed in Major's Hall, Bloomington. The Main Building was the largest and best in the United States at the time of its completion and is now the oldest in use for normal school purposes. New buildings have been added from time to time to meet the ever-increasing demands for more and better-prepared teachers, until now nine major buildings and three of lesser size are used to their full capacity to carry on the work of the University.

DEVELOPMENT OF CURRICULA

From 1857 to 1900 there was but one curriculum at the Illinois State Normal University. It was comparatively elementary and could be completed by the average student in three years. It led to the normal school diploma, and was required of everyone who graduated.

Students who expected to teach classes of high school grade usually took additional advanced elective courses for that purpose in addition to the requirements for a diploma.

After 1900 two-year curricula, and, at a slightly later date, four-year curricula were organized to meet the needs of those who wished to prepare for some special position in the teaching field.

Today there are nineteen four-year curricula and four two-year curricula.

In 1907 the legislature of Illinois authorized the Illinois State Normal University to confer the degree of Bachelor of Education on the completion of four years of college work above a standard four-year secondary school. The first degree was conferred in 1908.

RANK IN ACCREDITING ASSOCIATIONS

The Illinois State Normal University is accredited by the North Central Association of Colleges and Secondary Schools as a degree-granting institution. The University is likewise accredited by the American Association of Teachers Colleges. Graduates of the University are thus eligible to teach in any secondary school in this state and in other states.



A PORTION OF THE ATTRACTIVE CAMPUS



UNIQUE ARCHITECTURE IS EVIDENT ON THE CAMPUS OF I.S.N.U.



BUILDINGS, CAMPUS AND GENERAL EQUIPMENT

THE UNIVERSITY CAMPUS

The Illinois State Normal University is fortunate in possessing a college campus which is one of the most beautiful in the Middle West. Looking southward from the Main Building, one sees a vista stretching almost the full length of the campus skirted on each side with an irregular line of trees so naturally grouped that they give the impression of a native woodland. Most of these trees were planted soon after the University was established and are at least sixty years old.

The University is indebted to the vision of Jesse W. Fell for the artistic effect gained in planting this bit of Illinois prairie. He insisted upon having a landscape gardener plan the planting and in 1857 sent to Philadelphia to secure such an artist. Such vision was remarkable in those days. Illinois was a frontier state and few persons had even heard of a landscape artist. The planning was done in 1867.

The great variety of trees and shrubs with the birds and insects that they attract afford a rich field of study for the nature-study and biology classes. At the same time the extensive campus offers opportunities for all kinds of out-door sports. Tennis, volleyball, archery, basketball, hockey, baseball, track, and football, all have a place on the campus. So from the standpoint of usefulness, as well as beauty, the campus adds much to the enjoyment of student life in Normal.

An outdoor stage and amphitheater have been constructed on the south campus, where the commencement exercises are now held each year. These facilities also afford excellent opportunities in the field of dramatics and are used by music organizations and other groups from the school and community, especially during the summer session.

THE UNIVERSITY FARM

The demonstration farm of the Illinois State Normal University, which is carried on under the direction of the Division of Agricultural Education, adjoins the campus and consists of ninety-five acres of choice land for the various cultivated crops and pastures adapted to the Corn Belt Region. The land in this farm has been owned by the Illinois State Normal University since its founding in 1857.

The purpose of this farm is that of an agricultural laboratory on which may be demonstrated good farming methods for the benefit of students taking the courses in agriculture.

The farm is well equipped for dairying, a feature which increases the activities of this unit and adds to the student's possibilities of practice and observation. Pure-bred dairy cattle, swine and poultry are grown.

The farm is equipped with a modern house, barns, and other farm buildings, and sufficient modern machinery for a farm of its size.

An excellent crop rotation is carried on, and a careful and thorough system of farm bookkeeping is followed, recording all data of costs and receipts. These records are available to students in agriculture, enabling them to study scientific farming from the business point of view.

MAIN BUILDING

The Main Building, one of the land-marks of central Illinois, lovingly referred to by the alumni as "Old Main," is an imposing structure 160 by 100 feet, surmounted by a clock-tower visible for miles around. In it are located most of the administration offices, the student lounge, the text-book library, a social science reading room, the Philadelphian and Wrightonian society halls, and twenty classrooms used chiefly for classes in education, mathematics, history, sociology, economics, literature, English, music, and public speaking. The building has recently been rewired and new lighting fixtures installed.

FELL HALL

Fell Hall is located on the campus between John W. Cook Hall and McCormick Gymnasium facing east and overlooking the broad expanse of the south campus. Surrounded by beautiful trees, this hall presents one of the most attractive views on the campus.

The building is of brick construction, three stories above a basement. The two upper floors are given over largely to rooming facilities while the main floor has the dining-room, kitchen, drawing room, parlors, office, and living quarters for the Director of the Hall. The rooms for the residents are large, well-lighted, and comfortable as to heat and ventilation. There are accommodations for 87 women.

Fell Hall has been recently redecorated and refurnished. Aside from the dining-room and kitchen new furniture will be found in all rooms. Beautiful new rugs and draperies have made the drawing room a place of unusual beauty and charm. New furniture of Georgian design in various types adds to the splendor of this large room with its new pewter lighting fixtures. Such a room must be seen to be appreciated.

The student rooms, both single and double, are equipped with new maple furniture of early American design. Single beds with high grade springs and the best type of inner-spring mattress provide absolute comfort. Dresser, study desk, and chairs in addition to new and beautiful rugs complete a picture of unusual nature for residence halls. One is forced to realize that here is not the usual type of hall but an exception in very many respects.

JOHN W. COOK HALL

The "Old Castle," as this building is often known, is a rambling, gray stone structure of solid and substantial construction, topped by towers and battlements typical of the middle ages. The lower floor is given over to a gymnasium with locker and shower rooms, now used by the pupils of the training schools. The school physician has offices on this floor.

The second and third floors accommodate the work of the Division of Commerce Education. On the second floor there are four recitation rooms

and two instructors' offices. Here will be found the equipment in accounting and that for other commercial classes in the University High School, and one room which is used for the university classes in elementary accountancy. Modern steel furniture has been installed in the high school section and the elementary accountancy students do their work on neat sanitary desks of quarter-sawed oak.

At the top of the winding oak staircase on the third floor are two rooms of the mezzanine type, one a conference room and the other the office of the high school commercial supervisor. Farther up and around another turn of the stair adjoining a wide hall, is the office of the director of the Division, equipped as that of a business executive with desks, files, and office machines of the latest type. The remainder of the third floor is divided into four lecture and equipment rooms and one large office. One of these rooms is used for shorthand instruction and technique and is equipped with steel desk chairs. Another room holds the equipment in typewriting and office training, and throughout the day is a hive of industry. Two other rooms are devoted to recitation and lecture work and are furnished with tablet arm chairs of a sturdy and attractive model. The office and laboratory of the teaching staff in secretarial science has modern desks, files, and special equipment for mimeographing and multigraphing.

In the tower the reception room and studio for radio station WJBC are to be found. From here several programs are broadcast each day by students and faculty.

Recent construction on the ground or basement level has provided a large and beautiful room with unusual acoustics for the rehearsal and other activities of instrumental music groups. In a large room approximately seventy-five by twenty-five feet, bands or orchestras of at least a hundred members can be easily cared for. An instrument room has also been constructed in connection with the rehearsal hall. Five sound-proof practice rooms, off from the rehearsal hall, have been recently completed.

THE UNIVERSITY LIBRARY

The University Library was established on December 23, 1858, when President Charles E. Hovey, the first president of the University, accepted the gift of 197 volumes, over half of which were government documents. Two years later 500 scientific books were added, the property of the Illinois Natural History Society. From this beginning the collection has grown to over 65,000 bound volumes with a yearly increase of about 3,000 titles. It also contains 30,766 pamphlets and a picture collection of 8,275 items. These are classified and catalogued so as to be easily accessible to the student body. In addition the Library receives 316 American and foreign periodicals and newspapers.

The Library Building is the second oldest on the campus. Built originally for the training school, it was remodeled in 1917 to make the present library.

On the second floor is the reading room. The walls are lined with bound periodicals published since 1915, a collection of general reference books, and special books on history and sociology. Here, too, is found a selection of books especially suited to leisure reading. The steel stack of five levels houses 65,000 volumes and is open to students by special permission.

On the ground floor is the newly constructed Education reading room.

The Library has the following gift collections: a collection of eighteenth and nineteenth century books on agriculture, the gift of W. S. Mills of the class of 1875; the Alice Jean Patterson collection of nature study books; the McCormick collection of history; the Feek collection of general literature, the gift of John Lester Feek, who attended the University for a time as a member of the Class of 1924; and the H. B. Fisher collection, made up mostly of books on education, presented to the library by Mrs. H. B. Fisher.

A well-trained library staff composed of a librarian and six assistant librarians is on duty to aid students in the use of the library. There is also a student staff of fifteen. The Library is open from 7:30 A.M. to 9:30 P.M., from Monday through Friday, and from 8:00 A.M. to 5:00 P.M. on Saturday.

Special library regulations are posted as occasion demands on the library bulletin board.

INDUSTRIAL EDUCATION BUILDING

The Industrial Arts Building was built during the year 1908 to furnish the growing school with a larger and more attractive auditorium and to house various departments such as industrial arts, home economics, and the fine and applied arts.

The auditorium is a well lighted room which seats 1000 people and is located on the second floor. This is called Capen Auditorium in honor of a former member of the State Normal School Board, Mr. Charles L. Capen of Bloomington, who was a devoted friend of the University for many years. An excellent pipe-organ with electrical action is part of the equipment of the auditorium.

The lower floor of the building is used for wood-working shops, the University Press, and classrooms for the Division of Industrial Education, except two rooms used for applied design and pottery.

The second floor furnishes rooms for home economics and fine arts.

On the third floor are found a clothing and costume design laboratory belonging to the division of home economics and several rooms now used for class work in psychology and education.

The equipment of the industrial arts department is the best that can be secured and has been kept in repair and made more complete from time to time. The woodworking shop contains machinery such as a surfacer, jointer, universal circular saw, trimmer, knife grinder, mortise machine, band saw, eight lathes, and about 30 Toles benches. The machines are all electrically driven. Special rooms for lumber and wood-finishings are provided near the shops. A drafting room is located on the third floor of the building. A new electrical laboratory is now located on the first floor of this building.

The art department with its equipment of up-to-date tables and stools has added to its efficiency in various ways.

The home economics division has an excellent foods laboratory and a dining room in addition to an office and class room on this second floor.

THOMAS METCALF BUILDING

The campus training school building is a three-story brick structure of modern design. It is located just east of the Main Building with which it is

connected by a bridge. This building is occupied by the kindergarten, primary, intermediate and grammar grades, and the University High School.

The first floor consists of the kindergarten rooms and other units. The kindergarten occupies two large rooms at the east end of this floor. West of the kindergarten rooms there are two large play rooms for boys and girls respectively. In addition there are four class rooms, a foods laboratory for home economics, and two offices.

The second floor consists of four units that are occupied by the first four grades, and other rooms. The units occupied by the first four grades are located in the four corners of the floor. Each unit consists of a large study and recitation room, a class room, and an office for the supervisor. In addition to these units for the four elementary grades, there are a large study hall for the high school and numerous administrative and supervisory offices.

The third floor consists of four units that are occupied by the four upper grades, and other rooms. These units, as on the second floor, occupy the four corners of this floor. Each of these units consists of a large class room, a recitation room, and an office for the supervisor. In addition to these four units, there are two large recitation rooms, an office for the University nurse, and a small recitation room for individual work.

The various departmental units are well equipped. The kindergarten possesses a piano, blocks of various size, sand tables, and other suitable materials. Each of the grades has many sets of supplementary books and maps. There is a piano on each floor for the use of the grades. A large Keystone Lantern with slides is available for the entire school. Sets of method books and other educational books are available for the supervisors and practice teachers.

McCORMICK ATHLETIC FIELD

The McCormick Athletic Field is one of the largest and best in the Illinois Intercollegiate Athletic Conference. It occupies eight acres at the south end of the campus, lying along University Avenue immediately adjoining the McCormick Gymnasium.

The athletic field is entirely enclosed by a Chain-Link fence seven feet in height, with gates at convenient points for the admission of spectators.

A door of the gymnasium from the men's shower room opens directly on to the field, so that when desirable the field may be entirely closed to spectators when practice sessions are being conducted. The field is excellently equipped for varsity and intramural sports and contains a number of practice fields which serve as the training ground for a large number of students taking work in athletics and physical education.

In the southwest portion of the athletic field is located the varsity football field, surrounded by an excellent quarter-mile cinder track which was recently improved by the addition of a concrete curb. There is also a 220-yard straight-away and an ample provision in the nature of excellent pits and runways for taking care of various field events.

In the northeast corner of the field is the new varsity baseball diamond recently completed in such manner as to bring forth the comment from those in position to know that it was the equivalent of many big league in-fields.

The remainder of the field is being brought to grade level to be used as

a practice field for football and other sports, as well as to care for the increasing intramural program.

Directly to the east of the athletic field ten new tennis courts, four of them hard-surface, all-weather courts, are nearing completion. A new archery range of unusual size and attractiveness will also be provided in this area.

McCORMICK GYMNASIUM

The new Henry McCormick Gymnasium was erected in 1925 and is one of the finest gymnasium buildings in the state. The building is a thoroughly modern two-story brick structure trimmed with gray stone. It is located on a slight natural elevation on the lower campus and is surrounded by stately elms and pines. Facing the east the building overlooks the wide expanse of the main campus extending south from the Old Main Building.

The building is arranged in two units so that the offices and classrooms are separated from the gymnasiums. The women occupy the north half of the entire building and the men occupy the south half. The main floor of the east unit contains the offices, shower and dressing rooms for the instructors, store rooms, and toilet facilities.

In the main lobby are stairways leading to the second floor where there are two large class rooms, a dance studio, a completely equipped physical examination and therapeutic room, and a store room.

The first floor of the main unit contains the dressing rooms. On the men's side the locker room provides space for 1000 lockers. There are two large team rooms, a boxing and wrestling room, shower rooms containing a battery of 20 showers, each individually adjustable, drying rooms for athletic equipment, a large supply and store room, and toilet facilities. On the women's side the main locker room provides individual lockers for 860 girls, private dressing rooms, private shower booths, corrective exercise room, club room, supply room, and toilet facilities.

Stairways, lead from the dressing rooms to the gymnasiums on the second floor. The women's gymnasium is 60 by 90 feet and is well equipped to provide adequate training in the various types of activities offered. The men's gymnasium is 90 by 120 feet and is completely equipped. Two large dividing nets are suspended so that they may be lowered to form three separate playing spaces of 40 by 90 feet for intramural or class work. A canvas partition can be drawn through the middle of the gymnasium dividing it into two larger floor spaces when more room for class work is desired.

A spacious storeroom for bleachers and gymnastic apparatus opens into the main gymnasium from the east unit thus permitting a rapid removal of all apparatus or bleachers from the gymnasium floor so that it may be used without obstruction. The seating capacity of the gymnasium is approximately 1600. When used as an auditorium for concerts as many as 2300 may be seated.

SCIENCE BUILDING

The David Felmley Hall of Science, dedicated October 10, 1930, is a three-story brick building, trimmed with stone, located east of the Library Building and north of the Thomas Metcalf Building. This building is devoted wholly to science and gives the University exceptional facilities for the prep-

aration of high school science teachers. Here are located commodious lecture rooms, class rooms, and laboratories with the best of modern equipment.

The first floor is used for the subjects of agriculture, nature study, and physics.

The two rooms devoted to nature study are arranged for both laboratory and class room work. These rooms are well provided with sinks, running water for aquariums, gas, and alternating and direct currents. The location of these rooms on the ground floor gives easy access to the campus for a first hand study of materials.

A large room, which is used by the University High School for physics, is equipped for both class room and laboratory work; it was designed and equipped with the purpose of serving as a model high-school physics room. It is well stocked with practical but inexpensive apparatus. It is here that majors in physics get their student teaching experience in high-school physics.

For the work in college physics a lecture room, a recitation room, two laboratories, three dark rooms, a shop, and a store room are provided. In addition to an ample supply of the usual plumbing conveniences, these rooms are supplied with compressed air, vacuum, high pressure steam, and distilled water outlets.

On the second floor are located the class rooms for biology. This subject is taught in four large laboratories equipped with modern tables providing individual drawer space for the students. In the zoology laboratory trapezoidal tables are used which make it possible for students sitting away from the windows to have adequate light facilities. The bacteriological laboratory is equipped with alberene topped tables and with apparatus required for work in bacteriology. All laboratories are supplied with microscopes and other apparatus and materials necessary for efficient work in the biological sciences.

The high-school biological laboratory has its own complete set of equipment. In addition to the laboratories there are three large recitation rooms and a store room for supplies in biology.

On this floor are also located the office of the dean of men and the biology offices. A small museum has recently been completed.

The chemistry classrooms occupy the third floor of the building. Here are located four large laboratories furnishing quarters for courses in general inorganic chemistry, organic and physiological, and analytical and physical chemistry. High-school classes are accommodated in one of the general chemistry laboratories.

In addition there are two recitation and lecture rooms, a commodious store room, dark room, two balance rooms, and three combined offices and research laboratories, the latter for use of members of the staff.

The laboratories are equipped with furniture of special design consisting of alberene table tops and sinks, duriron plumbing, hot and cold water, gas, electricity, steam, compressed air and vacuum, and distilled water, the last piped from a 300 gallon storage tank supplied by a steam operated still in the attic. The laboratories have ample fume chamber capacity and are ventilated by means of electrically driven duriron fans capable of changing the air in the rooms at the rate of five times per hour.

An automatic Otis elevator connects the various floors of the building with reserve apparatus store rooms in the basement. In addition to chem-

istry classes in the University High School the third floor also quarters the freshman high school classes in general science, thus offering excellent opportunities for teacher training in the sciences.

The laboratories are well equipped with apparatus for carrying on the work undertaken.

UNIVERSITY GREENHOUSE

The new University Greenhouse, facing University Street and west of Cook Hall, will be completed by July 1, 1937. This building will meet important needs of the University, especially from the standpoint of growth of materials for the beautification of the campus, as well as making available increased plants and flowers for decorating purposes for various campus functions on numerous occasions.

The greenhouse consists of an office unit facing University Street back of which is a palm house 40 by 40 with wings extending north and south each 20 by 42 feet in size. Back or to the east of the palm house unit will be a work shop 36 by 36 in the basement of which will be space for the storage of two of the University trucks and other equipment used in connection with the buildings and grounds department.

The cost of this structure is \$25,000 and it represents a completely modern type of greenhouse that will meet the needs of the University for years to come.

It is probable that some use will be made of the greenhouse in connection with the science work of the University, but it is now planned that the better portion of the old greenhouse adjacent to the science building will be turned over completely to the science departments needing such facilities.

MECHANIC ARTS BUILDING AND CENTRAL HEATING PLANT

Work in auto mechanics, sheet metal and kindred activities is carried on in one unit of this building.

The central heating plant of the University supplying heat and hot water for the several buildings as well as steam for the operation of the deep-well pump, is housed in this modern brick building.

The equipment consists of two Springfield and one Kroschell water tube boilers with a combined capacity of 1095 horse power, together with a Link-Belt Company coal and ash handling unit and Illinois chain grate stokers, boiler feed, vacuum and circulating pumps, one boiler feed water heater and the necessary tools and accessories. The complete plant is valued at \$150,000.

A well 243 feet deep located at the building furnishes water for the use of the University.

The capacity of the unit is sufficient to supply ample heat to all the buildings.

WITHERS PUBLIC LIBRARY OF BLOOMINGTON

The Withers Public Library of Bloomington extends a cordial welcome to all students and members of the faculty of the University. Its reference shelves and magazine files may be used at any time, and loan cards may be secured upon the same basis that other residents of Normal enjoy. This basis is that the borrower shall pay two dollars per year for his card.



OLD MAIN FROM SOUTH CAMPUS



COMMENCEMENT IN CAMPUS AMPITHEATER

STUDENT LIFE AND EXPENSES

NORMAL AS A LOCATION

Normal is an attractive suburban residential town with a population of about 7,000 people. It adjoins Bloomington, a thriving city of 31,000 population. The two communities, originally only a mile and a half apart, have grown together and merged into one city, although they have separate municipal organizations. With their wide paved streets flanked by beautiful trees, their comfortable homes set in lawns studded with flowers and shrubbery, they offer suitable surroundings for the Illinois State Normal University. Situated as it is in the geographical center of Illinois it is strategically placed for convenience of access and for future development.

Normal and Bloomington are on four steam railroad lines, the Alton, the Big Four, the Nickel Plate, and the Illinois Central. There are also the electric lines of the Illinois Terminal System. Several state and federal highways lead into the two cities, making the University easily accessible to all parts of Illinois.

Lake Bloomington to the north of Normal, the parks, and the golf-links in and around Bloomington and Normal, added to the facilities of the beautiful and spacious university campus of fifty-six acres, afford opportunities for out-door sports and recreational activities for the students and faculty.

The material advantages in the location of the Illinois State Normal University are enhanced by the unusual intellectual and aesthetic aspects of its environment. The communities are distinctly literary and musical centers. The University contributes its full quota to these cultural elements in the civic life of the two cities.

The town of Normal has commodious homes with ample accommodations for 1,800 students within easy walking distance of the University. Bus lines connect Normal and Bloomington.

Federal highways 51 and 66 intersect at Normal in front of the gate to the University Farm, and a great system of cement highways leading to all parts of the state center at Bloomington.

Few cities in the country offer as great opportunities for an attractive and profitable student life as do these twin cities of Illinois located in the center of the Great Corn Belt in one of the richest agricultural regions in the world.

LIVING CONDITIONS

Students not living at home or with relatives are required to room at approved houses. Lists of approved rooming-houses are kept at the offices of the Dean of Women and the Dean of Men. Students should consult them before engaging rooms.

A written rooming agreement, strictly defining the terms on which rooms are rented, is required of both men and women students. The college furnishes standardized forms which are signed by both student and householder, and then filed, in the case of women students, with the Dean of

Women, in the case of men students, with the Dean of Men. On the back of these rooming agreements are printed the house rules which have been formulated by the college and accepted by the householders. These house rules become a bona fide part of the agreement and are equally binding upon both student and householder.

Desirable modern rooms, large enough for two persons, cost each student \$2.00 a week and up. Similar single rooms rent for \$2.50 a week and up. Desirable rooms with light housekeeping privileges cost each student \$2.25 a week and up.

Board costs \$4.50 to \$5.50 a week.

Fell Hall, the women's dormitory, affords rooming and boarding accommodations for eighty-seven women students attending the University. It is primarily a residence hall for freshman women. Besides the freshman women there are ten honor residents, who, having attended the University for at least *one year*, are invited to live in the Hall because of outstanding scholarship, leadership, and personality. Fell Hall, always a desirable home for the women students of I.S.N.U., is now especially attractive because of its recent redecoration and refurbishing.

Students desiring rooms there should address the Director of Fell Hall or the Dean of Women for a floor plan and a statement of rules governing the renting of rooms there. Board in Fell Hall costs \$5.50 a week. Double rooms cost each student \$2.50 a week; single rooms, \$3.00 a week. Board to a limited extent will be available to students living outside the Hall.

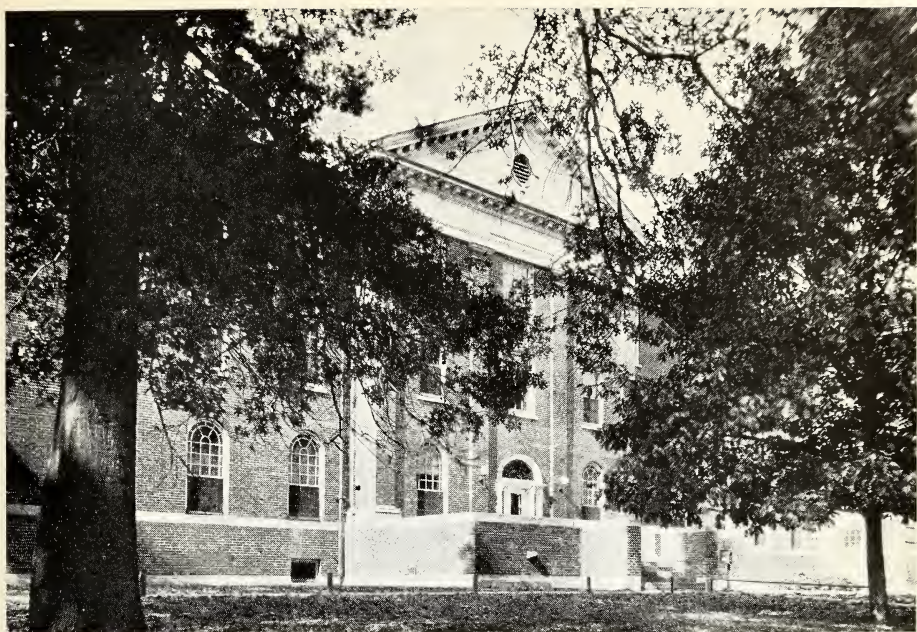
Smith Hall, the men's dormitory located across the street from McCormick Athletic Field, offers rooming accommodations for men students of the University. Occupying almost an entire city block with its spacious lawn and very beautiful gardens, the hall provides accommodations for 32 men, making possible a home-like environment for the residents as well as a social center for the men of the campus. The first floor of Smith Hall is devoted to the social life of the men. Study rooms are provided on the second floor. The third floor is arranged for dormitory quarters. A very large basement provides quarters for recreation activities.

Men desiring to live in Smith Hall should address inquiries to the Dean of Men. Rooms rent for \$2.25 per week.

SOCIAL LIFE AND REGULATIONS

The University has a full calendar of social functions during the year, the objective of which is to satisfy the social needs of each and every student. Faculty and students cooperate in the making and functioning of the social calendar. The University holds that a very important phase of college instruction is the social training which a student receives in connection with the activities of the institution. The student social life of the University is under the careful and thorough supervision of the faculty. The various student organizations in the University offer their benefits not only to those whose abilities are already developed, but to all who wish to participate. It is as important that latent talent and undiscovered ability be found and developed as it is that talent already developed be further promoted by the activities of the University.

In its social functions the University fosters proper social usage and strives to teach propriety and democratic dignity informally, yet effectively.



FELL HALL
(Residence Hall for Women)



SMITH HALL
(Residence Hall for Men)

The social functions of the University are conducted mostly by students under faculty direction and it is intended that every student shall participate in them. These activities tend to develop in the student many valuable qualities which constitute the teaching personality of the teachers college graduate.

It is expected and required of students that they observe the customs which prevail in good society. The adult attitude on the part of students is encouraged and they are held responsible for their conduct wherever they may be, on the college campus, or elsewhere.

Regulations governing the social life in the rooming houses, the hours kept, the callers permitted, etc., are stated in the house rules printed on the rooming agreements. No rooming house is approved by the college unless the householder agrees to observe all of the regulations which pertain to the home life of the students, and to notify the college when students do not conform to these regulations.

Illinois State Normal University does not hesitate to express itself on the matter of admitting or continuing students who use intoxicating liquors. Since ability to consume intoxicating beverages, regardless of nature or quantity, is not a part of a teacher training program and since employers of teachers, regardless of their personal attitude toward the liquor question, will not employ or continue in service teachers who use such intoxicants, Illinois State Normal University very emphatically states that the use of such intoxicants on or off the campus will not be permitted and the deviation from this regulation calls for severance of connections with the school. Because the institution feels justified in the interests of its reputation and that of its students and graduates in having such a regulation, it is hoped that persons who can not live within both the letter and spirit of this procedure will not apply for admission to the University.

PROMOTION OF HEALTH

Illinois State Normal University gives unusual attention to the promotion of the health of students. A resident University Physician, a registered, trained nurse, and a qualified office assistant devote full time to the interest of the health of students in the University and training schools. The physician's offices are located in the Old Castle and the nurse's headquarters are in the Metcalf Building.

Beginning with September, 1935, a more extensive health service was provided in the nature of hospitalization. This limited special service for the students of the University is cared for with funds set aside from the student activity fees, such service being available under the following regulations:

1. Student participation in such health service is available only for those students who have paid or made satisfactory arrangements for their university fees. The University is not obligated for any hospital service charges of students who have not complied with the above regulations.

2. A dispensary is maintained in Cook Hall, which is open during class hours. Regular Office Hours from 9:30 A.M. to 12 M. and 2 P.M. to 4 P.M. are maintained by the University Physician for student consultations. No charge is made for this service.

In cases of emergency occurring outside the Regular Office Hours, the Office Assistant will locate the University Physician.

3. No university student is eligible for the service outlined below at the expense of this fund unless he presents a card from the University Physician designating and approving the type of service to be rendered, and then only to the amount specified below.

4. In cases where the University Physician approves hospitalization, not more than \$2.50 will be paid per day for not more than seven days. This provides care in a two-bed room with another university student.

5. In cases where the University Physician approves hospitalization and a local physician is called to the hospital for the purpose of diagnosis, an amount not to exceed \$3.00 will be paid for the one such hospital call. The student must pay any physician's bill in excess of this allowance.

6. The University Physician has the privilege of approving bills for Laboratory, X-Ray, Electro-cardiogram, etc., providing the fees for such services have been agreed upon previous to the rendering of such services.

7. The cost of medicines not to exceed \$1.00 will be allowed for each hospitalization period. The student must pay any amount in excess of this allowance.

8. In emergency cases where the approval of the University Physician cannot be obtained in advance, the case may be taken to the hospital as an emergency case, following notification of some administrative officer of the University such as the Dean of Women, Dean of Men, University Dean or President, but no compensation will be allowed unless approved by the University Physician.

9. No chronic cases or ailments developed before September 8, 1936, or prior to the patient's connection with the Illinois State Normal University will be approved for hospitalization.

10. Surgeon's fees and those of special nurses, when required, and operating room fees are borne by the student.

11. The foregoing regulations apply only during the regular school year or summer session for which fees have been paid and are not applicable to regular vacation periods as indicated in the University Calendar.

The foregoing type of service has been of great benefit to both the school and the student body, since it has prevented much absence that would otherwise have resulted and has made possible early diagnosis and care that could not be afforded under other conditions. Removal of the mental hazard incidental to illness has made this new program very worthwhile and is a type of service that is undoubtedly appreciated by parents who realize that the best of care is afforded students while attending school.

STUDENT ORGANIZATIONS AND ACTIVITIES

Although there are many student organizations on the campus of Illinois State Normal University, these activities are the result of diversified interests of a large student body. A new point system is now being developed to aid in the securing of a proper balance of student participation in activities and thus to encourage some students to make such valuable contacts and to discourage others from excessive indulgence in such a program. Participation in student activities is recognized and encouraged at Illinois State Normal University as a valuable part of a complete teacher education program.

Because Illinois State Normal University is a professional school for the education of teachers and ninety-nine per cent of the students are preparing



TRACK HAS AN ENVIABLE RECORD



BADMINTON IS A NEW SPORT FOR WOMEN



FIVE NEW TENNIS COURTS ARE MUCH USED BY STUDENTS

Athletics for both Men and Women Receive Emphasis at I. S. N. U.



BASEBALL IS AN ATTRACTIVE SPRING SPORT



FOOTBALL IS POPULAR



ARCHERY RECEIVES MUCH CONSIDERATION

Athletics for both Men and Women Receive Emphasis at I. S. N. U.



TRACK HAS AN ENVIABLE RECORD



BASEBALL IS AN ATTRACTIVE
SPRING SPORT



BADMINTON IS A NEW SPORT FOR WOMEN



FOOTBALL IS POPULAR



FIVE NEW TENNIS COURTS ARE MUCH USED
BY STUDENTS



ARCHERY RECEIVES MUCH CONSIDERATION

for the teaching profession, the holding of office in any and all student organizations is limited to those expecting to teach and is not open to the few tuition or special students doing only a liberal arts type of work.

THE STUDENT COUNCIL

The Student Council is a representative body made up of two freshmen, three sophomores, three juniors, four seniors, the editors of the Vidette and Index, and the President. Its function is to discuss plans for improving the conditions and character of student life, and to make recommendations to the administration. The Student Council has the power to make nominations for all general school offices, and sponsors the school elections.

THE WOMEN'S LEAGUE

Every woman student is automatically a member of the Women's League. Through its various committees the Women's League makes it possible for the women of the student body to function as a unified group with reference to their social, ethical, and civic interests. Everything which touches the life of the women of the school is of interest to the Women's League, and every girl may be allied with some committee for the promotion of its special activities in the interest of the entire group.

THE UNIVERSITY CLUB

The University Club, formerly the Varsity Club, is an organization on the campus to which all men of the campus are eligible. The club pledges itself to promote the most wholesome sort of good fellowship among men of the campus, to encourage more men to come to Normal University and to support athletics and all other worthy enterprises of the University. The organization stands for those things which tend toward a fuller manhood in its broadest meaning. The club has general control of the activities of Smith Hall.

THE NEWMAN CLUB

The Newman Club is an organization whose purpose is to bring the Catholic students of the University into a close bond of friendship.

GAMMA DELTA

Gamma Delta is an organization open to all Lutheran students of the University for the purpose of promoting fellowship among this group of students on the campus. The local chapter was formed in March, 1936.

YOUNG WOMEN'S CHRISTIAN ASSOCIATION

The Young Women's Christian Association at Normal was the first student Y.W.C.A. in the world. From the time it was organized in 1872 by a small circle of people which met in the "White Room" of the Main Building, the Association has sought to help the girls of the school to strengthen their ideals of religion and service through study and active work. Any girl in school may become a member provided she is in sympathy with the purpose of the Association.

WOMEN'S ATHLETIC ASSOCIATION

The Women's Athletic Association is a local chapter of a great national organization which is seeking to produce a higher standard of American

womanhood among college women of America. It aims to achieve this ideal through the physical, mental, and social development which women gain in cooperative recreational activities.

LITERARY SOCIETIES

There are only two literary societies in the University, Philadelphia and Wrightonia. Every person who enters the University for the first time becomes a nominal member of one of these societies. Active membership in each society is limited to thirty-five. A person is elected to active membership in the society of which he is a nominal member if, after appearing in a tryout number in music or speaking, he receives the favorable vote of the active members of the society.

DEPARTMENTAL CLUBS

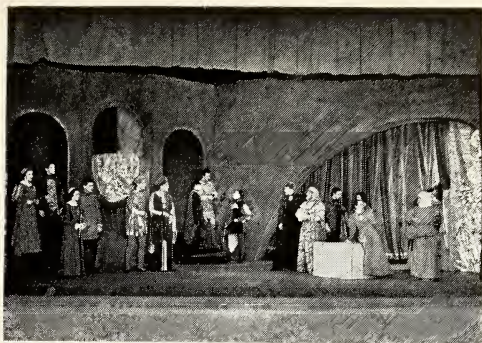
- | | |
|-------------------------------------|---------------------------|
| 1. Art Club | 8. Latin Club |
| 2. Commerce Club | 9. Lowell Mason Club |
| 3. French Club | 10. Nature Study Club |
| 4. Home Economics Club | 11. Pringle-Hall Club |
| 5. Industrial Arts Club | 12. Rural Curriculum Club |
| 6. Intermediate Club | 13. Science Club |
| 7. Kindergarten Club | 14. Social Science Club |
| 15. Women's Physical Education Club | |

HONORARY SOCIETIES

1. Alpha Tau Alpha—Professional Agricultural Fraternity
2. Gamma Phi—Honorary Gymnastic Fraternity
3. Gamma Theta Upsilon—Honorary Professional Geography Fraternity
4. Kappa Delta Epsilon—Professional Educational Sorority
5. Kappa Delta Pi—Honor Society in Education
6. Kappa Mu Epsilon—Honorary Mathematics Fraternity
7. Kappa Phi Kappa—Professional Education Fraternity
8. Pi Gamma Mu—Honorary Social Science Fraternity
9. Pi Kappa Delta—Honorary Forensic Fraternity
10. Pi Omega Pi—Honorary Commerce Fraternity
11. Sigma Tau Delta—Honorary English Fraternity
12. Theta Alpha Phi—Honorary Dramatic Fraternity

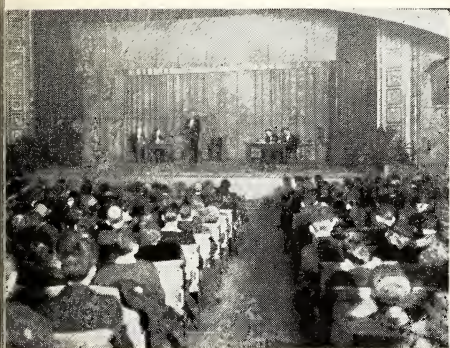
SPECIAL ORGANIZATIONS

- | | |
|-----------------------|-------------------------|
| 1. Band | 9. Men's Debate Club |
| 2. Blackfriars | 10. Men's Glee Club |
| 3. Cardinals | 11. "N" Club |
| 4. Choral Club | 12. Orchesis |
| 5. Fell Hall | 13. Orchestra |
| 6. Hieronymus Club | 14. Press Club |
| 7. Jesters | 15. University Theatre |
| 8. Maize Grange | 16. Women's Debate Club |
| 17. Women's Glee Club | |



ROMEO AND JULIET

Speech Activities Attract Attention at I. S. N. U.



INTERNATIONAL
DEBATE
WITH OXFORD
UNIVERSITY



ACT FROM
ANNUAL
STUNT SHOW



MAKE-UP CLASS IN DRAMATIC PRODUCTION

ATHLETICS

A prominent place is accorded athletics in the activity program of Illinois State Normal University. Standing for the highest type of good sportsmanship, marked success has been attained by the University teams in football, basketball, cross country, wrestling, indoor and outdoor track, baseball, tennis, and golf. The University is a member of the Illinois Intercollegiate Athletic Conference, composed of twenty-one colleges of the State of Illinois. This conference, popularly known as "The Little Nineteen," represents a type of competition second only in this part of the country to the "Big Ten."

In addition to a very extensive intercollegiate program, a constantly enlarged intramural program is being carried out each year. With excellent facilities for such activities, adequate equipment and well trained instructors, it is not surprising to find a large number of students engaging in these activities. With the women students, especially, archery, hockey, tennis, baseball, and golf are popular. Swimming and bowling are also included in the intramural program.

Illinois State Normal University is very fortunate in having excellent equipment for an extensive athletic program. McCormick Gymnasium cares for indoor activities in an excellent manner. McCormick Athletic Field has excellent space for football, track, and baseball as intercollegiate sports, and for an extensive intramural program. Ten new tennis courts, four of them concrete, are being completed just east of the athletic field and a new archery range is being built south of the new tennis courts. The new University High School athletic field will be completed during the summer of 1937, affording excellent facilities for student teaching in connection with assisting in handling University High School sports. Few colleges in the country have the facilities for athletics, either as to quantity or quality, to be found at Illinois State Normal University.

SPEECH ACTIVITIES

Illinois State Normal University has placed much emphasis upon the field of speech, having as one of its important phases of teacher education the Division for the Education of Teachers of Speech. In addition to excellent class work, decided emphasis is placed upon oratory, extempore speaking, and debating for both men and women. The University belongs to the Illinois Intercollegiate Oratorical Association and the Illinois Intercollegiate Debate League, which are composed of many of the liberal arts and teachers colleges of the state.

Much consideration is given to debating and the University debating teams, both men and women, have been highly successful in their numerous debates throughout Illinois and surrounding states. An invitational debate tournament attracting a large number of colleges from several mid-western states is sponsored annually, by Illinois State Normal University. Students who qualify through intercollegiate participation in forensics are eligible for election to Eta Chapter of Pi Kappa Delta, National Honorary Forensic Society.

MUSIC

Music is an important and vital experience in life and is a necessary part of the teacher's equipment. Illinois State Normal University, cognizant of

this, endeavors to conduct a varied program of music organizations. The purpose of these organizations is twofold: to provide an enriched musical background and promote growth, and to prepare students to teach similar groups.

The major organizations are Concert Band, Varsity Pep Band, Women's Chorus, Treble Chorus, Men's Glee Club, Male Chorus, Concert Orchestra, and Laboratory Orchestra. In addition there are a number of small ensembles.

Membership in the Concert Band, Varsity Pep Band, and Concert Orchestra is open to all students in the University who can qualify.

The Treble Chorus is open to all women in the University who qualify. It is required of all women who choose music as a teaching field and who are not members of the University Women's Chorus.

Membership in the University Women's Chorus is open to upper classmen who qualify and who have had considerable singing experience.

The Male Chorus is open to all men of the University who qualify. It is required of all men who choose music as a teaching field and who are not members of the University Glee Club.

University Men's Glee Club is made up of upper classmen who qualify and who have had considerable singing experience.

The Laboratory Orchestra is maintained for all students who are not sufficiently advanced to qualify for membership in the University Orchestra and Bands, and is a laboratory hour for music courses numbered 114, 121, 125, 221, 223, 232, 234.

Illinois State Normal University announces a new affiliation that enables summer session students to do music work for credit off campus at the National Music Camp at Interlochen, Michigan, aside from the work regularly offered on the campus. Enrollment in approved courses is accepted as regular residence credit under established University regulations, such credit being of such recognized value as to make possible transfer to other institutions of higher education.

The organization of classes at National Music Camp is the same as that of the summer session on the campus. There is one term of eight weeks. Each class meets once each day and all classes meet five days a week. Since the program at Camp is very intensive the student is urged to take a moderate load. Permission will not be granted to any one to carry more than nine semester hours during the eight weeks period.

Points will be recorded for regular participation in a music organization at camp.

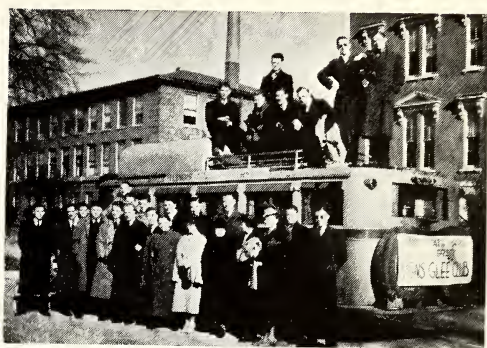
The National Music Camp was created to further music education in America and to provide an outlet and a stimulus for musical talent in the youth of this country. It is an outgrowth of the National High School Orchestra of 230 players which assembled at Detroit to play before the National Supervisors Conference in 1926, and again before the Department of Superintendence at Dallas, Texas, in 1927.

The original camp was organized to meet the needs of high school students only. A constant demand from Camp alumni and teachers of music from all parts of the United States for advanced study made expansion necessary. The present Camp is composed of three units: the high school division, the college division, and the supervisor division. This expansion created a need for affiliation with a recognized institution of higher learning.



BLACKFRIAR'S MUSICAL REVUE

Some Phases of the Music Activ- ities at I.S.N.U.



MEN'S GLEE CLUB STARTS ON 1937 TOUR



THE SIXTY PIECE UNIVERSITY ORCHESTRA



UNIVERSITY MARCHING BAND

Illinois State Normal University was offered this affiliation because of progressive leadership in teacher training.

Illinois State Normal University is the only accrediting agency for the National Music Camp. Residence credit will be given for courses completed satisfactorily at Camp. Transcripts will be furnished upon request.

The staff at Interlochen is composed only of teachers who have established high records of attainment in the music world.

THE UNIVERSITY LECTURE COURSE

The University definitely believes in the educational value derived by the student from opportunities to hear the leading thinkers of the day, and the best that is available in the fields of music, drama, and the allied arts. A committee consisting of an equal number of faculty and student members constitutes a Lecture Board which arranges for a series of programs during the year. The money to finance this course is secured from the student activity fee which is paid by each student at the time of registration.

UNIVERSITY PUBLICATIONS

The yearbook at Illinois State Normal University is known as the *Index*. The editor and business manager are selected each spring by a publications board composed of faculty and students. Members of the staff are appointed by the editor.

The *Vidette* is a semi-weekly newspaper published by the students of the University. It attempts to carry all the important news of the campus and to reflect the student life at the University. This paper has received national recognition for its excellent quality and is an excellent laboratory for the classes in journalism. New quarters for this publication, as well as for the journalism work have recently been provided. The editor and business manager are chosen by the publications board and the editor and faculty sponsor appoint a staff of assisting editors.

The *Alumni Quarterly*, published from the University Press, is a magazine issued four times each year and goes to members of the Alumni Association. The purpose of this publication is to keep alumni in touch with the activities of the institution.

The *Illinois State Normal University Bulletin* is the general name given to the publications sponsored by the University. Two issues of the Bulletin are the general catalog and the summer session bulletin. The other four issues are concerned with some special studies or outstanding activities that are deserving of consideration in the course of each year.

EXPENSES

The cost of attendance at Illinois State Normal University is very moderate compared with many institutions. School fees and living expenses will be found exceedingly reasonable. Attention is invited to the items included under the school fees and the extensive service rendered in return for the moderate expenditure on the part of the student.

FEES

| | |
|-----------------------------------------------------------------------------------------------------------------------------------------|---------|
| Tuition for those pledging to teach in Illinois..... | Free |
| Tuition for those not pledging to teach, per semester (including registration and incidental fee)..... | \$55.00 |
| Registration and Incidental, per semester (the only fee, required of all except Lindley and State Scholarship students)..... | 30.00 |
| Lindley and State Scholarship Students, per semester..... | 15.00 |
| Programs of less than 6 semester hours, per hour (such part-time programs subject to the regular student activity fee of \$10.00)... | 3.00 |
| Additional Transcripts of Record (after first copy)..... | 1.00 |

Refunds of all or any portion of fees paid will not be made after the tenth day following registration of any student.

The Registration and Incidental Fee is all-inclusive and covers all general school charges and all textbooks, loaned to students, as well as library, towel, shop, laboratory, typing, and other fees listed separately in past years. It further includes student activity allotment admitting to all athletic, music, dramatic, and forensic events and covers class dues, as well as providing each student with a copy of the school paper, the *Vidette*, twice each week, and a copy of the school annual, the *Index*, at the close of the school year. This same general fee also covers health and medical dispensary service through the office of the campus physician and the newly created infirmary and hospitalization service as indicated previously in this section under "Promotion of Health."

The loan of textbooks is included in the general school fee and covers the provision of all textbooks in all courses for each student. This plan will enable students to have all books needed and at a cost much less than regular purchase price or that of the previously used individual book rental plan.

Important. All fees are due at the time of registration and under any circumstances must be paid on or before September 27, 1937. No one will be permitted to attend classes after this date unless all financial obligations to the University have been cared for. Requests for extension of time on fees can not be granted. No refunds on fees are granted after ten days following registration.

OTHER EXPENSES

With the payment of the Registration and Incidental Fee of \$30.00 each semester (\$15.00 for Lindley and State Scholarship students) there should be no further institutional charges aside from locker fees largely in the nature of a deposit and the purchase of gymnasium outfits for those taking such work. The cost of the complete regulation gymnasium costume for women students will not exceed \$5.25 and for men students gymnasium suits may be purchased at a cost of not more than \$5.00 per complete uniform. For women students the locker deposit is \$1.50 of which \$1.25 is refunded at the end of the year. For men students the locker deposit is \$1.00 which is returned at the end of the year.

Lockers in the Main Building may be rented from the business office at twenty-five cents a semester. A deposit of fifty cents is required for key padlocks and one dollar for combination padlocks.



EDITORIAL ROOM OF *Vidette*, THE SCHOOL PAPER



READING ROOM OF UNIVERSITY LIBRARY

ESTIMATED TOTAL EXPENSES

For students who pay all of their expenses, the average cost for board, room, laundry, books, fees and all other costs connected with their life as students is approximately \$350 for the regular year of thirty-six weeks. There are many students doing light housekeeping and having some things provided from home who are able to decidedly reduce that figure.

AID TO STUDENTS

Aid to students at Illinois State Normal University may be classified under four headings, Loan Funds, Lindley and State Scholarships, Federal Financial Assistance, Local Employment, aside from the federal program.

LOAN FUNDS

Student Loan Fund. A general student loan fund is available for students in their last year from which they may borrow at a low rate of interest a sum not to exceed \$150. The demands on this fund have been so great that it has been inadequate to meet needs and should not be relied upon by too many students as a source of financial assistance.

Annie Louise Keller Scholarship Fund. This fund consists of \$150 which is loaned without interest to properly qualified students selected by a special committee constituted at the time of the creation of the scholarship fund. This scholarship fund is named in honor of Annie Louise Keller, a former student at Illinois State Normal University who gave her own life in protecting the lives of all of her pupils in a rural school in Greene County during a tornado a few years ago. A fund was raised by students and faculty as a memorial to Miss Keller.

Faculty Women's Club Loan Fund. Women students who meet the standards required by the club may borrow from this fund a sum not to exceed \$150.

SCHOLARSHIPS

Lindley Scholarships. For a number of years scholarships were available to graduates of the eighth grade who obtained them on the basis of a competitive examination and with the expressed purpose of going to a teachers college following graduation from high school. While these scholarships are no longer being granted there are some persons who have obtained them in the past who still hold valid scholarships of this nature. To be valid they must have been obtained after completion of the eighth grade and before entrance into high school and on the basis of a competitive examination called for the purpose of awarding these scholarships. Such valid scholarships exempt students from the payment of those fees remitted to the State Treasurer, which means that holders of these valid scholarships pay \$15.00 each semester rather than the \$30.00 charged under ordinary conditions.

New State Scholarships. Beginning with July 1, 1936, scholarships to the five state teachers colleges of Illinois were made available by legislative enactment to graduates from all high school in the state. Every high school is entitled to one scholarship. High schools of 500 to 1000 students receive

two and those high schools having over 1000 students are entitled to three such scholarships. Selection of persons to receive the scholarships rests with the local school authorities but is based upon their being awarded to the person or persons ranking highest in scholarship who definitely are planning to attend a state teachers college with the sole purpose of entering the teaching profession. If the highest ranking person does not wish to attend a teachers college the award goes to the next person in rank and on down the list until the upper 25 per cent of the graduating class has been exhausted. If no one is found in the upper 25 per cent of the graduating class who qualifies for the scholarship, that particular high school is without representation for that year. The scholarships are presumably awarded to persons who will make use of them the year following graduation from the high school and are good for a period of four years. Persons holding such scholarships are entitled to exemption from such school fees as are remitted to the State Treasurer, which means that instead of a semester fee of \$30.00 the scholarship recipient pays \$15.00, which amount is designed to cover student activity fees and books. Further information beyond what high school principals and county superintendents may have regarding these scholarships will be provided upon request.

Illinois Congress of Parents and Teachers Scholarship. This scholarship of \$200 recently granted by the Illinois Congress of Parents and Teachers is made available over a four-year period in the amount of \$50.00 for each year, which covers most of the school fees for the student receiving such award. At the present time the recipient is Betty Ann Smith of El Paso, Illinois. The scholarship is based upon leadership, interest and participation in activities, scholastic ability, and other qualifications established by the donors. This scholarship is not available for consideration during the 1937-1938 school year.

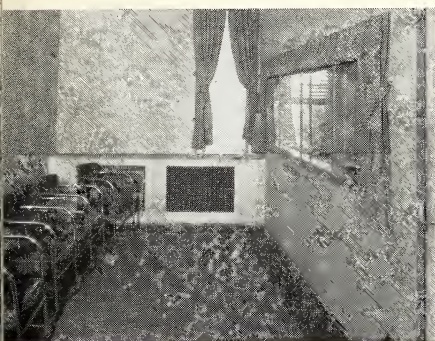
FEDERAL AID

The Federal Government has provided some financial assistance to students in return for assigned work that they do for the University. During the 1936-1937 school year this National Youth Administration program has enabled the University to help approximately 300 students in slightly varying amounts, the most common of which ranged between \$8.00 and \$12.00 per month. Each year there have generally been three times the number of applicants for such aid as could be accommodated. This assistance under federal regulation must go to children from families on relief or whose financial situation represents extreme need. The type of work to which students are assigned varies but they receive compensation in terms of a certain amount per hour for the services rendered. Last year Illinois State Normal University had requests from over one thousand prospective students for assistance in financing their way through school. It was utterly impossible to meet this demand through any resources at our command. A great deal of help was granted students, but many were disappointed who applied late or whose need was not as great as that of others, according to the results of careful investigation. This University stands ready to assist worthy students but there is a growing tendency on the part of many persons who do not need financial aid to request such assistance in order to reduce the demands upon

Some Evidences of Social Life at I. S. N. U.



SCHOOL PARTIES ARE POPULAR



RECEPTION ROOM OF RADIO STUDIO



THE STUDENT LOUNGE,—A RESTFUL
MEETING PLACE



FELL HALL IS THE SCENE OF NUMEROUS SOCIAL FUNCTIONS

funds already at their disposal. Care is advised on the part of the student in ascertaining the seriousness of the need and substantiating requests with evidence of extreme need. Some suggested sources of assistance are indicated above. While there is no official word that the federal aid program will be continued and such official word may not be available until late in the summer, there is unusual evidence that some such program will be in operation when school opens in September. Requests for information regarding this program should be addressed to Miss Barton for the women and Mr. Linkins for the men.

EMPLOYMENT

There are some possibilities of employment of men and women students to do work locally for which they obtain room or board or both or may work for certain monetary compensation. Most of these possibilities are absorbed by students already in school but there is some possibility of suggestions of such places being made by the Dean of Men and Dean of Women. Women students wishing to secure such employment should address Miss O. Lillian Barton, Dean of Women. They should consult her before entering into any agreement with employers, and each semester should submit for her approval their class schedules. Similarly, all men students should confer with Mr. R. H. Linkins, Dean of Men.

REQUIREMENTS FOR ADMISSION

SELECTIVE ADMISSION

On October 7, 1935, the Normal School Board set the limit for the enrollment at Illinois State Normal University as 1850 students for any given semester of a regular school year. No limit was placed upon enrollment in the summer sessions. Limitation of physical plant and inability to care for more than 1850 students were reasons for this official action.

Since the teaching profession makes increasingly greater demands in qualifications, those who seek to enter the profession should possess those physical, mental, personal, and social characteristics which are essential. Good health, a reasonable degree of intellectual ability, tact, common sense, adaptability, a sense of humor and optimism are essential qualifications. While the Illinois State Normal University has not attempted to set up formal tests to determine whether or not an applicant is fitted to take up the preparation for the teaching profession, certain standards are used to help select those who will probably be most successful. The application for admission, filled out by the student includes: a record of the student's age, health, family, background, and interests; a chronological record of his school life beyond the eighth grade; a record of participation and achievement in activities in the secondary school; and, choices as to the curriculum to be followed. The transcript of high school credits and grades, as well as a confidential report given by the high school principal concerning the student's personal qualifications also play an important part in selective admission.

Admission will be further conditioned on the availability of openings in the department to which entrance is sought in view of the quota of entering students the department in question is permitted to accept. All departments have of necessity established a quota for new students on the basis of the following considerations:

1. The number of students for which teaching staff, housing, and equipment are available in the department.
2. The number of students from the department who may reasonably be expected to obtain positions when they have graduated.
3. The number of students on whom a distinctive impression may be made by the department in order that they may not be "just another teacher" to be added to a large number of average or below average teachers many of whom are now unemployed.

It is important, therefore, that application for admission be made as soon as possible after the completion of the high school work in order not to be disappointed in the possibility of getting into the field desired. It has been found, too, that in many cases it is difficult to get a statement of the high school record at a later time since part of it must be made by the principal or superintendent, who may be away in school or on a vacation where he will not have access to the necessary records.

OTHER REQUIREMENTS

Applicants for admission must be graduates of recognized or accredited high schools.

Entering students must be at least sixteen years of age but the dean may admit, on petition, a student over fifteen years but less than sixteen, who meets the requirements for admission and who is to reside, after admission to the University, with his parents, or his guardians, or with someone chosen by them.

Physical Examinations are required of all entering students. As a matter of convenience these examinations for entering women students will be given at Dr. Rachel Cooper's office in Cook Hall between June 28 and August 1, 1937. Women students planning to attend Illinois State Normal University this fall should write to the doctor's office for an appointment. Only a limited number of physical examinations will be given between the above dates. Much time will be saved by having the physical examination completed before entrance.

Students may be admitted at the beginning of each semester or at the opening of the summer term. Students may enter to the best advantage, however, at the opening of the school year in September.

A student who has been dropped from another institution may not enter here until such time as he would be readmitted to the institution from which he was dropped. No student will be admitted from another institution unless he presents a letter of honorable dismissal from that institution.

APPLICATION FOR ADMISSION

Application for admission to the Illinois State Normal University should be made upon regulation blanks furnished by the University and should be addressed to the Registrar's Office. As soon as possible after complete information is received, the committee on admissions, which includes the director of the division of the first teaching field chosen, will consider the application. The candidate will then be notified whether or not he is accepted.

It is the applicant's responsibility to see that the following items, which are essential before the application can be considered, are received by the Registrar:

1. An application for admission, properly filled out by the applicant.
2. A transcript of the secondary school credits, which includes a personal record and recommendation, to be issued *after graduation* by the principal, and to be mailed by him *directly* to the Registrar. This record must be sent in on forms supplied by the University. These forms will be sent direct to the high school principal upon request.
3. An official transcript of credits and a statement of honorable dismissal from *all* schools in which the student has *registered* after graduation from high school, regardless of whether or not he wishes to receive credit for the work. The transcript should be mailed by the school *directly* to the Registrar of the Illinois State Normal University.

SUBJECTS RECOMMENDED FOR ADMISSION

Departing from the practice of previous years of requiring a specified number of units of credit in certain fields, the Illinois State Normal University

requires graduation from a recognized or accredited high school together with other standards as listed under "Selective Admission."

Although specific units of entrance credit are no longer required for admission, it is strongly recommended that the high school record include three years of English and two years of a foreign language if the student is looking forward to graduate work. It is also advised that the student present one year of algebra and one year of geometry if he plans to prepare for upper grade teaching and a year and a half of each if he plans to complete a teaching field in mathematics. It is further suggested that the student plan his high school program in line with the fields of study he will follow in his college work.

REGISTRATION

Tuesday, September 14, 1937, and the two following days constitute "Freshmen Days" which are devoted to introducing the new students to the life of the University. The program includes brief tests in English, reading, general social science, mathematics, and general intelligence and is followed by registration and enrollment with a series of social events interspersed during the three days. Directions from the school administration (President, Dean of the University, Dean of Women, Dean of Men) and the librarian form an important part of the activities during these first days. All Freshmen should assemble in Capen Auditorium at 10:00 A.M., Tuesday, September 14, and are requested to stay through the entire registration period. Upper class students are due on Friday. All classes begin on Monday, September 20.

New students should be present promptly on the first morning in Capen Auditorium so that they will have the benefit of all directions, including a tour of the campus with special student guides. Enrollment must be completed during the special days provided, textbooks must be secured, and assignments obtained from the various classrooms, since all classwork starts promptly the following Monday.

GENERAL REGULATIONS

SCHOLARSHIP AND CREDITS

SCHOLARSHIP REQUIREMENTS AND MARKING SYSTEM

MARKS

The marks with their value in honor points are as follows:

| | |
|-------------------|----------------------------------|
| A (Passing) | 3 honor points per semester hour |
| B (Passing) | 2 honor points per semester hour |
| C (Passing) | 1 honor points per semester hour |
| D (Passing) | 0 honor points per semester hour |
| F (Failing) | 0 honor points per semester hour |
| Inc. (Incomplete) | 0 honor points per semester hour |
| W (Withdrawal) | 0 honor points per semester hour |

"A," "B," "C," and "D" will be given for work which has been satisfactorily completed.

"F" will be given to:

- (1) Students who withdraw from a course at any time without official permission.*
- (2) Students who were failing at the time of official withdrawal.*
- (3) Students who are in a course all semester but who fail to make a passing mark.

REPETITION OF COURSES

If a student fails to carry a course, he should repeat that course at the earliest opportunity.

Courses may not be repeated more than once unless permission is secured from the dean of the University. This applies to failures as well as to the repetition of courses for the purpose of raising marks to meet scholarship requirements.

INCOMPLETES

"Inc." will be given to students who are doing passing work but who because of illness or other justifiable reason find it impossible to complete the work by the end of the semester. Incompletes are not given unless the student has been in class through the 15th week of the semester and the quality of his work is such that he can complete it through special assignments and examinations. Incompletes must be cleared the next semester a student is in school and cannot be cleared after one year has elapsed. Incompletes which are not cleared within a year automatically become failures. Exceptions to these rules may be made only with the approval of the dean of the University.

* Official permission to withdraw from a course or from the school is given only by the dean of the University. In case of accident or illness which makes it impossible to secure permission to withdraw in the regular way, a letter sent to the dean explaining the situation will be sufficient.

WITHDRAWALS

"W" will be given to students who are passing in the course but who do not remain long enough in the semester to be given an opportunity to earn credit in the course without repeating it.

HONOR POINTS

Students must have as many honor points as semester hours taken (not counting incompletes and withdrawals) before student teaching can be assigned to them.

Students must have as many honor points as semester hours taken (not counting incompletes and withdrawals) for graduation.

Failures are considered in the total number of semester hours taken in figuring the honor point requirement. The following case illustrates the counting of honor points:

| Course | Mark | Semester Hrs. Earned | Semester Hrs. Counted in Honor Point Requirement | Honor Points Earned |
|-------------------------------|------|----------------------------|-----------------------------------------------------------|---------------------------|
| English Composition 111 | W | 0 | 0 | 0 |
| Contemporary Civilization 111 | A | 3 | 3 | 9 |
| Biological Science 110 | F | 0 | (3) | 0 |
| General Psychology 111 | D | 3 | 3 | 0 |
| Elective | C | 3 | 3 | 3 |
| Hygiene 105 | B | 2 | 2 | 4 |
| Recreational Activity 101 | Inc. | 0 | 0 | 0 |
| | | <hr/> 11 | <hr/> 14 | <hr/> 16 |

The last column must total as much as or more than the second last column for student teaching assignments and for graduation.

PROBATION AND DROP SYSTEM

A student who fails in any semester or summer term to make a passing mark in at least one-half of a full program, or who fails to earn as many honor points as semester hours taken (not counting incompletes and withdrawals) is placed upon probation for the succeeding semester. In case he fails to carry three-fourths of a full program in that semester, or fails to earn as many honor points as semester hours taken (not counting incompletes and withdrawals) he is not permitted to continue his studies until one year has elapsed. This rule may be suspended by the dean of the University. If a student is placed on probation a second time for poor scholarship, he is required to withdraw from the University for one year.

OTHER REGULATIONS CONCERNING PROGRAMS OF STUDY

1. Students are expected to choose one of the various curricula and to follow this program as closely as is practicable, except where elective substitutes are allowed by the dean of the University.

2. Every student is expected to take the normal program called for by his curriculum. For a student in good health forty-eight clock hours per week devoted to study and recitation in his regular subjects is the standard. This

does not include intermissions or time spent on society or club work or miscellaneous reading.

3. Students may take a heavier program only with the approval of the dean of the University.

4. Students desiring to take less than twelve semester hours of class work must secure permission from the dean of the University.

5. Permission for auditing classes or any other attendance than on a regular credit basis must be obtained from the dean of the University and then only as a result of payment of regular fees as described under "Expenses" in a preceding unit of this catalog.

6. At the end of the sixth week and the twelfth week students who are failing in their work are reported to the directors of their respective divisions. Each student so reported must confer with the director and have his work adjusted to suit his ability.

7. Students should study carefully the descriptions of courses and note the prerequisites. They should arrange to take these prerequisites at the proper time.

8. Requests for transfer from one curriculum to another should be addressed to the dean of the University.

9. Developmental courses in recreational activity are required of all freshmen and sophomores. Students who cannot profitably take the regular exercises because of age or physical disability are assigned to a special class for restricted work. No student may be graduated without 144 fifty-minute periods of physical education.

10. Before registration is completed and classwork begins in the first semester, entering freshmen are expected to take standardized tests in mathematics, English, reading, general social science, and general intelligence.

CLASS ATTENDANCE

The policy of the University is to assume that students attend classes regularly. It is recognized, however, that justifiable absences will occur and in such cases opportunity to make up the work missed may be granted by the instructor at his discretion. It is evident that such a statement places the responsibility squarely upon the student. This type of attendance regulation is designed to develop growth on the part of the student in regulating his class attendance with the assumption that students have come to the University for the purpose of getting an education and that the realization of this aim should be a matter of primary concern upon their part.

GENERAL PROVISIONS CONCERNING ADVANCED CREDIT

Credit in the form of advanced standing will be granted for work satisfactorily completed in other teachers colleges, and other colleges and universities of recognized standing only to the extent that such work satisfies the requirements of curricula of this University. But students who come from other teachers colleges, normal schools, colleges, or universities, bringing credit which is the full and fair equivalent of work required in the various curricula here, may receive credit for the work which they have taken.

Students who wish to earn credits by extension, correspondence, or in residence with other institutions to be transferred should have such courses approved before taking them.

All students who bring acceptable advanced credit and who desire to earn the degree of the University must meet all of the requirements for the degree regardless of the amount of credit which they have.

Credits may not be transferred from one curriculum to another except in a case in which a course is the full and fair equivalent in content for a course in the curriculum to which the student transfers.

No credit will be granted for work not taken by actual classroom attendance in residence, unless earned in a regular way through correspondence or extension study.

No college credit toward a degree will be given for work done in a secondary school in excess of the fifteen units required for admission except when such work is definitely post-graduate and offered as an organized curriculum and then only if such work is recognized as being of collegiate level and accepted for credit toward a degree by the state university of the state in which the secondary school is located.

No college credit is given for teaching experience.

College credit is not granted for grades on teachers certificates.

REQUIREMENTS FOR GRADUATION

Diplomas are granted upon completion of any one of the two-year curricula.

The degree of Bachelor of Education is conferred upon students who complete any of the four-year curricula to the extent of a minimum of 128 semester hours.

A bachelor's degree is granted in each of the several divisions of the University, based upon completion of a program of work normally requiring four years of study. The degree of Bachelor of Education is believed to be the most significant degree to be conferred at the end of a professional curriculum designed to prepare for teaching. The entire work of the University is devoted to the preparation of teachers and the various curricula are professional in nature designed wholly for that purpose.

The requirements for graduation with the degree of Bachelor of Education call for certain specified courses as outlined on page 77. Each student must complete these specified group requirements, including preparation in the subject matter of a first teaching field and a second teaching field, as well as in that of a third teaching field, when that is possible. No student will lose credits because of the adoption of new curricula by the institution, provided he continues in the curriculum originally chosen.

Candidates for graduation shall have approved by the registrar the program of studies they desire to follow during the sophomore or senior year, as the case may be. This program must accord with the general daily programs for the various terms and the general regulations of the University.

Before receiving a degree at least one year of work on the senior college level must be done in this University. All graduates from any curriculum must complete their last course or courses in this University.

Before a diploma is granted from any two-year course at least one year of work, including the last course or courses, must be taken in this University.

Not more than one-fourth of the total number of credits required for graduation may be earned through extension or correspondence work and not more than one-eighth through correspondence.

Candidates for graduation in June should see that all incompletes and deficiencies are removed by the end of the twelfth week of the second semester.

Students transferring with degrees from other accredited colleges or universities may earn a Bachelor of Education degree in this University by completing a minimum of one year (36 weeks—32 semester hours) in residence; such students must have a minimum of thirty-two semester hours in education and psychology, including student teaching. The content of the year's work must meet the approval of the dean of the University.

Students may receive the two-year diploma or the degree of Bachelor of Education at the close of the school year in June or at the close of the summer session in August. Students completing their work after the close of the summer session will not be graduated until the following June.

Candidates for graduation are expected to be present at the graduating exercises to receive their diplomas or degrees in person.

TEACHERS' CERTIFICATES*

The Illinois State Normal University prepares teachers for all types of positions in the public schools of Illinois and the curricula are organized to conform to the Illinois Certification Law. Section Six of the law, which pertains to issuance of Limited State Certificates, follows:

1. A limited supervisory certificate shall be valid for four years for teaching and supervising in any and all grades of the common schools. It shall be issued to the persons who have completed 120 semester hours of work in a recognized higher institution of learning including 15 semester hours in education and who have taught successfully for four years in the common schools. It shall be renewable for a period of four years upon successful teaching experience and professional growth.

This certificate shall be issued upon a successful examination to applicants who have completed 60 semester hours of work in a recognized higher institution of learning and who have taught successfully for four years in the common schools. The examination shall include English, educational psychology, sociology, the principles and methods of teaching and school administration. When obtained by examination this certificate shall be renewable once upon certified evidence that the applicant has completed a total of 90 semester hours and a second time upon certified evidence that the applicant has completed the requirements for a bachelor's degree in a recognized higher institution of learning with a minimum of 120 semester hours. Thereafter, it shall be renewable for periods of four years upon successful teaching experience and professional growth.

2. A limited high school certificate shall be valid for four years for teaching and supervising in the higher six grades of the common schools. It shall be issued to graduates of a recognized higher institution of learning with a bachelor's degree whose college credits shall include the following: Fifteen semester hours in education, and electives sufficient to make up 120 semester hours. It shall be renewable for periods of four years upon successful teaching experience and professional growth.

This certificate shall be issued upon a successful examination to applicants who have completed 60 semester hours of work in a recognized higher institution of learning. The examination shall include English, educational psychology, the principles and methods of secondary education and seven high school subjects chosen from a list prescribed by the examining board, one subject shall be chosen from each of the following groups: (1) Mathematics, (2) history, (3) science, (4) foreign language or English literature, or American literature. When obtained by examination this certificate shall be renewable once upon certified evidence that the applicant has completed a total of 90 semester hours, and a second time upon certified evidence that the applicant has completed the requirements for a bachelor's degree in a recognized higher institution of learning with a minimum of 120 semester hours. Thereafter it shall be renewable for periods of four years upon successful teaching experience and professional growth.

*Any materials here presented concerning teachers certificates will be subject to such change as may be effected by any possible action of the Sixtieth General Assembly of the State of Illinois before its adjournment June 30, 1937.

3. A limited special certificate shall be valid for four years for teaching and supervising the special subject or subjects named in the certificate in any and all grades of common schools. It shall be issued to persons who have completed 60 semester hours of work in a recognized higher institution of learning including 12 semester hours in education and 20 semester hours in each subject named in the certificate. It shall be renewable for periods of four years upon successful teaching experience and professional growth.

This certificate shall be issued upon a successful examination to applicants who have completed 30 semester hours of work in a recognized higher institution of learning. The examination shall include English, the principles and methods of secondary education and the special subject or subjects named in the certificate. When obtained by examination this certificate shall be renewable once upon certified evidence that the applicant has completed a total of 60 semester hours of work in a recognized higher institution of learning including not less than 20 semester hours in each of the special subjects named in the certificate. Thereafter, it shall be renewable for periods of four years upon successful teaching experience and professional growth.

4. A limited kindergarten-primary certificate shall be valid for four years for teaching and supervising in the kindergarten and in the first and second grades of the common schools. It shall be issued to graduates of a recognized kindergarten-primary training school who have completed 60 semester hours of work in such institution. It shall be renewable for periods of four years upon successful teaching experience and professional growth.

This certificate shall be issued upon a successful examination to applicants who have completed 30 semester hours of work in a recognized kindergarten-primary training school. The examination shall include English and the theory and practice of kindergarten and primary work. When obtained by examination this certificate shall be renewable once upon certified evidence that the applicant has completed the remaining 30 semester hours of work required for graduation from a recognized kindergarten-primary training school. Thereafter, it shall be renewable for periods of four years upon successful teaching experience and professional growth.

5. A limited elementary school certificate shall be valid for four years for teaching and supervising in the lower ten grades of the common schools. It shall be issued to persons who have completed 60 semester hours of work in a recognized higher institution of learning including 10 semester hours in education, 5 of which shall be practice teaching. It shall be renewable for periods of four years upon successful teaching experience and professional growth.

This certificate shall be issued upon a successful examination to applicants who have completed 30 semester hours of work in a recognized higher institution of learning including 5 semester hours in education. The examination shall include: Physiology, penmanship, grammar, reading, orthography, geography, History of the United States, Illinois history and civics, arithmetic, the State course of study, principles and methods of teaching, general science, algebra, English, European history, and two of the five sciences: botany, zoology, physics, chemistry and physiography. When obtained by examination this certificate shall be renewable once upon certified

evidence that the applicant has completed a total of 60 semester hours of work in a recognized higher institution of learning. Thereafter, it shall be renewable for periods of four years upon successful teaching experience and professional growth.

Any student interested in securing a life certificate may obtain the necessary information by consulting the dean of the University or the registrar. These certificates, however, may not be secured with less than four years of teaching experience, two of which shall have been in Illinois.

Teachers holding provisional certificates secured in exchange for second grade certificates and who wish to earn the 32 semester hours necessary to obtain a limited state elementary certificate are admitted to any state teachers college in Illinois with the same privileges and limitations accorded to high-school graduates and must meet all high-school entrance requirements before these credits may be applied toward graduation.

TRAINING SCHOOLS AND STUDENT TEACHING

The training schools at the Illinois State Normal University are maintained in order that students may have real teaching experience before they go out into the field. In the elementary curricula, students are assigned for teaching for an entire half day for one semester. They teach under the supervision of competent supervisors, and before the work is completed they have entire charge of classes and the room. This work provides a great wealth of experience where theory and practice become unified.

Students in the secondary and special curricula earn eight semester hours of credit during two semesters in student teaching. The actual teaching is done under the supervision of a competent teacher, and full responsibility for the class instruction is required before the work is finished. In addition to the actual teaching, the student is required to do a great deal of observation, assist with home rooms, study halls, checking of attendance, assist in the high school library, and to participate in many other activities required of teachers after they begin work in the field.

FACILITIES FOR STUDENT TEACHING

The campus training schools consist of the University High School with 315 pupils, the University Elementary School with 295 pupils, including a kindergarten with about 40 pupils. The University has a cooperative arrangement with the kindergarten and elementary school at the Illinois Soldiers and Sailors Childrens School. The students in the rural curriculum secure their teaching experience in five nearby rural schools.

UNIVERSITY HIGH SCHOOL

The University High School enrolls students from the local community and from the state at large. The pupils in the high school are not required to pay tuition, but there is a fee required that is used for the support of ordinary high school activities such as athletics, school paper, the University moving picture, entertainments, lecture course, and similar activities.

A principal and nineteen high school teachers give personal attention to the pupils' habits of study, attendance, conduct, social life, and educational advancement. From ten to twelve regular University instructors give part time to instruction in high school classes. Few high schools can offer the wide range of electives and special training provided in the University High School.

Special effort is made to care for the social, literary, artistic, and physical welfare of the pupils. The school maintains debating clubs, literary societies, a student council, athletic board, boys' and girls' glee clubs, high school band, and a full athletic program. Considerable attention is given to the social training of the pupils by means of school and class parties, banquets, dances, and similar activities that are supervised by the faculty. School plays and dramatic activities are given a prominent place in the school program.

The University High School is accredited by the University of Illinois and by the North Central Association of Colleges and Secondary Schools.

Its graduates can enter, without an examination, any of the colleges or universities that admit on certificates of graduation, if due care has been exercised in a choice of high school subjects.

Ample room has recently been provided on the third floor of the Thomas Metcalf Building for a library for use by the high school and the grades. Equipped with the best of furnishings and liberally supplied with books, it plays an important part in enriching the work of both organizations.

UNIVERSITY ELEMENTARY SCHOOL

The University Elementary School occupies the larger portion of the Thomas Metcalf Building. The kindergarten occupies a large unit at the east end of the first floor; the four lower grades occupy training units on the first and second floors; and the four upper grades occupy training units on the third floor. On the first floor there are two large play rooms and the shops in manual training and home economics. Ample play ground facilities are available. The regular staff of the University Elementary School consists of a principal, nine critic teachers, and supervisors of the elementary school. It also has supervisors of music, art, physical education, home economics, and manual arts. The University physician and the school nurse give daily attention to the health needs of pupils.

COOPERATING SCHOOLS

ILLINOIS SOLDIERS AND SAILORS CHILDRENS SCHOOL

The Cooperating Elementary School at the Illinois Soldiers and Sailors Children School, located a short distance from the campus, is made easily accessible by buses that leave the University grounds every twenty minutes of the school day. This school consists of a kindergarten, six elementary grades and a junior high school including grades seven and eight. It is housed in a modern building which is adequately equipped for teaching the regular subjects, including home economics, manual arts, music and physical education. At present its regular staff consists of a principal and twenty-five supervising teachers.

COOPERATING RURAL SCHOOLS

The Cooperating Rural Schools are conveniently located near the University. The University furnishes transportation for the student teachers in these schools. Ample opportunity is offered students to apply practical rural sociology, help in playground activities, and to become familiar with the basic principles of good teaching methods as they apply in rural school organizations.

ASSIGNMENT OF STUDENT TEACHING

The assignment of students to classes in the elementary curricula will be taken care of by the director of the training school. The assignment of student teachers to the high school classes will be made by the director of secondary education. Heads of special departments will recommend to the director of secondary education assignments that they think should be made. All arrangements for student teaching for any given semester or summer session should be made at least six weeks before the end of the previous term.

AMOUNT OF TEACHING REQUIRED

The regular amount of student teaching for all curricula has been given on page 61. Students who have had experience and who have shown a high standard of ability in previous teaching may be given special assignments in remedial instruction or other specialized phases of teaching which will broaden their preparation. The director of the training school, upon recommendation of supervising teachers, may require additional student teaching when it is thought advisable. Student teaching must be continued until competency has been attained, regardless of the time required or the number of credits earned.

REGULATIONS FOR STUDENT TEACHING

1. One semester of residence is required as a prerequisite for assignment to student teaching.

2. Students enrolled in four-year curricula are assigned to student teaching in their senior year.

3. Students enrolled in two-year curricula are assigned to student teaching in their sophomore year.

4. Student teaching is an integral part of the sequence of work in education and the student becomes eligible for student teaching only as the courses which precede it in the sequence have been satisfactorily completed.

5. Assignments to student teaching are made in the same grades or field of work for which the curriculum which the student is pursuing is intended to prepare him. To secure student teaching in another grade or field he must meet the requirements set up in the curriculum which prepares for that type of work.

6. Assignment of students in the division of secondary education is made in both the first and second teaching fields. To be admitted to any teaching field students are required to offer the same amount of preparation in such subject as is required by the North Central Association for teaching in the high schools of Illinois. The sequence of courses taken must be approved by the director of the division in which the student is enrolled and by the director of secondary education.

7. A student is eligible for student teaching only when he has already earned as many grade points as semester hours.

8. A student on probation is not eligible for student teaching.

9. All students transferring to the Illinois State Normal University from other colleges or universities will be required to do one semester of work before being granted the privilege of student teaching. They will be required to have courses in Psychology and Elementary School Methods, and other Education courses to make the equivalent of the four courses now offered in the freshman year of the two-year curricula.

In addition to the above requirements, to qualify for student teaching in the elementary curricula, students will be required to have had subject matter courses in at least five of the following fields: History, Geography, Music, Art, Grammar, Elementary Mathematics, Nature Study (General Biological Science), Children's Literature.

BUREAU OF APPOINTMENTS

The Illinois State Normal University maintains an active program of teacher placement and endeavors to keep in constant touch with the needs and requirements of the schools of the state and with the qualifications of its candidates who are trained for this service. The director of the training schools is the administrative head of this service and cooperates with the directors of divisions in organizing and directing the work of the Appointment Bureau. An appointment secretary works practically full time in actively furthering the service of the Bureau. The University has many calls for rural, kindergarten, elementary, and high school teachers, elementary supervisors, and teachers of special subjects. Students who have made a strong record in their chosen fields and in the training schools are usually in demand. The Bureau attempts to serve both the candidates and the schools of the state by carefully selecting those whom it recommends, with regard to their fitness to satisfy the particular requirements of the schools to which they may go.

Students with degrees and successful experience are frequently in demand for supervisory and administrative positions. Consequently the committee makes an effort to follow up its graduates in order to assist them to the more responsible positions for which their experience and success in the field have especially prepared them.

A carefully organized system of records covering the work of the student in both his academic and professional courses is on file. This has the cooperation and assistance of all members of the faculty who are familiar with the work of the candidates. Confidential information organized in the most approved form for the convenience of school officials is available on short notice.

Student credentials supply the following data relative to each candidate: personal information; teaching experience in the public schools; the curriculum pursued; college hours of preparation in first and second teaching fields; academic record in college; record in student teaching; personal evaluation by instructors, critic teachers, and by the superintendents under whom the candidates have worked.

The University assists in placing many candidates in desirable positions each year. The institution is anxious to help satisfy the needs of the public schools by preparing efficient teachers and by assisting its candidates to positions for which they are best prepared.

THE SUMMER SESSION

Illinois State Normal University provides a summer session of eight weeks. While students of the regular year attend this session in constantly growing numbers, about two-thirds of the attendance is composed of teachers in service who wish to continue their education during summers. Regular courses with the regular staff of instructors are offered and one may definitely plan on getting a type of work that will count toward a diploma or degree on the same basis as attendance at the sessions of the regular year.

Student teaching facilities are especially emphasized and, although we can not meet the demands for all who would like to do practice teaching, all grades of the campus training school and of the Illinois Soldiers and Sailors Children School operate throughout the summer session. The University High School with approximately 250 students affords excellent opportunities in connection with high school teaching. Student teaching may be done only after prerequisite work in education has been taken and only after meeting the residence requirement of at least one semester of work in this institution prior to undertaking such student teaching.

An attractive and complete summer session announcement is issued April 1 of each year and is available by writing to the Director of the Summer Session. This bulletin contains a detailed description of all courses, cost of attendance, special attractions during the summer, including the Educational Conference and Exhibit, and other types of detailed information of interest to those wishing to combine a pleasant summer with profitable work. Over two hundred courses are listed in the 1937 summer session bulletin.

The maximum number of hours permitted any student in the summer is nine semester hours of credit, which constitutes one-half of one semester.

Courses in home economics as required by the Smith-Hughes act are offered in the summer. The home management house is available and has been an asset in providing facilities for many seniors to complete their work during the summer.

The annual Geography Tour is an outstanding feature of the summer session program. Each summer twenty-five or more students make this tour either through the east or the west. The 1937 tour goes southeast to the Atlantic coast, then north through the New England states and into Nova Scotia and back through southern Canada, a total of 5500 miles. Special bulletins are available describing these tours and will be mailed upon inquiry to the Director of the Summer Session.

Increasing interest is shown in the training of leaders in connection with Boy Scout work and this is again being stressed in the 1937 summer session. Girl Scout work has now been added to this course.

Many students characterize the summer session as affording one of the greatest opportunities for a person to get more than just courses, due to the large number of outstanding attractions in the way of conferences, exhibits, and entertainment features offered in increasingly large numbers each year.

EXTENSION WORK

After the lapse of a few years during which conditions made it impossible for Illinois State Normal University to offer any extension courses, as was formerly done on a large scale, this popular type of field work has again been resumed. However, instead of one or two instructors devoting all of their time to such off-campus work and offering courses in several fields, the new plan calls for regular instructors in the University to present work in their special fields according to the demand for such specific courses.

The return to extension work will be gradual and in accordance with requests, as far as available staff members can meet desires for courses in certain fields. With the great demand for extension work it is impossible to meet all requests for classes in various centers in Illinois. It will be the policy to serve as many centers as possible, taking them in the order in which requests are made or according to the size of classes that may be organized. These courses carry regular University credit and inquiries regarding the possibility of the establishment of courses at new centers should be addressed to Dr. C. A. DeYoung, head of the Department of Education, who is director of the extension division.

A bulletin entitled "Extension Service" can be obtained by writing the director of extension service. This contains information as to: the philosophy undergirding the extension service, the university credit, transfer of credit, fees and other expenses, rules and regulations, and kindred matters of value.

Illinois State Normal University has discontinued the practice of offering courses by correspondence. However, under certain conditions, a limited amount of credit earned from accredited institutions on approved courses taught by correspondence will be accepted toward graduation from Illinois State Normal University.



OLD MAIN

ORGANIZATION AND FUNCTIONS OF THE UNIVERSITY

The University High School and the University Elementary School constitute the Campus Training Schools, used as the laboratories of teacher education. There is also affiliated with the University for student teaching purposes the Cooperating Elementary School at the Illinois Soldiers and Sailors Childrens School, in Normal, consisting of kindergarten and nine grades. The University also has in affiliation several one-room rural schools.

The Illinois State Normal University is organized into twelve divisions. Each division is a unit of the University in which one or more programs of work, called curricula, are offered for the purpose of preparing teachers for some specific field of teaching service. A unified program of teacher education results from this organization.

Subject groups are groups of courses in a single subject or in several closely related subjects.

Each division includes work in a number of different subject groups. The training school serves as the laboratory of the divisions.

DIVISIONS OF THE UNIVERSITY

In each of the twelve divisions one or more differentiated programs of work leading to a degree are offered. Two-year curricula are organized in some of the divisions. When a student completes four years of work in a given curriculum, he is awarded the bachelor's degree.

The following are the Divisions:

- Division of Rural Education
- Division of Elementary Education
- Division of Upper Grade School Education
- Division of Secondary Education
- Division of Speech Education
- Division of Industrial Arts Education
- Division of Commerce Education
- Division of Agricultural Education
- Division of Home Economics Education
- Division of Music Education
- Division of Art Education
- Division of Health and Physical Education

PROFESSIONAL SUBJECT MATTER FIELDS

The work of the twelve divisions is found in seventeen professional subject matter fields. In each of these fields a sufficient number of college courses is offered to provide all of the work needed for the preparation of teachers for that field. Every subject offered in the University is professionalized in

the sense that its content is organized with reference to the needs of teachers.

The following are the subject matter fields:

| | |
|-----------------------|-------------------|
| AGRICULTURE | LATIN |
| ART | MATHEMATICS |
| BIOLOGICAL SCIENCE | MUSIC |
| COMMERCE | PHYSICAL SCIENCE |
| ENGLISH | Chemistry |
| FRENCH | Physics |
| GEOGRAPHY AND GEOLOGY | SOCIAL SCIENCE |
| GERMAN | Economics |
| HEALTH AND PHYSICAL | History |
| EDUCATION | Political Science |
| HOME ECONOMICS | Sociology |
| INDUSTRIAL ARTS | SPEECH |

OUTLINE OF THE GENERAL CURRICULUM

The High School Curriculum as outlined is made the basis of all of the four-year curricula except the one for elementary grade teachers. This outline indicates the requirements which are uniform in all divisions and it sets forth in a general way the objectives and purposes of the various requirements.

The High School Curriculum has sufficient flexibility to permit differentiation of preparation. Students are able to prepare themselves to teach in different units of the school system and different combinations of subjects within a given unit. There are four major fields in the High School Curriculum, which, with their objectives, are as follows:

A. Education and Educational Psychology: planned to bring educational theory and practice into a functional unity and to serve as the integrating factor in the entire curriculum.

B. Cultural Background: encompassing all essential elements of our modern life, designed for the general development of the individual and pointed toward his life as a member of society.

C. Professional Scholarship: giving special emphasis to the student's teaching subjects, chosen as preparation for teaching in some unit of the school system and dealing with the background for the culture materials for pupil life.

D. Recreation and Health

The High School Curriculum is outlined under these four heads and is comprehended in eight groups. Education and Educational Psychology includes Group I; Cultural Background, Groups II, III, IV, V, and VI; Professional Scholarship, Group VII; Recreation and Health, Group VIII. The requirements in each of the eight groups are outlined as follows:

A. EDUCATION AND EDUCATIONAL PSYCHOLOGY

GROUP I. EDUCATION AND EDUCATIONAL PSYCHOLOGY, 32-34 Hours.

Sophomore year: Educational Psychology 115, 3 hours; American Public School 111, 3 hours.

Junior year: High School Problems 220, 3 hours; General Method 222, 3 hours; Education or Psychology Electives, 4 or 5 hours.

Senior year: Student Teaching, 8 hours; Philosophy of Education 203, 3 hours; Education or Psychology Electives, 5 or 6 hours.

B. CULTURAL BACKGROUND

Every student in a four-year curriculum takes the following sequence of courses or their equivalent which have for their objective the interpretation of contemporary civilization and culture, all with world implications: a) General Literature and English Expression, dealing chiefly with contemporary literature; b) Contemporary Civilization; c) History of Civilization and Culture; d) Natural Science in Modern Life; e) General Psychology; f) Art and Music Appreciation.

GROUP II. ENGLISH LANGUAGE AND LITERATURE, AND FUNDAMENTALS OF SPEECH, 8 hours.

GROUP III. SOCIAL SCIENCE, 12 hours.

- a. Contemporary Civilization, 6 hours.
- b. History of Civilization and Culture, 6 hours.

GROUP IV. NATURAL SCIENCE IN MODERN LIFE, 9 hours.

GROUP V. GENERAL PSYCHOLOGY, 3 hours.

GROUP VI. ART AND MUSIC APPRECIATION, 2 hours.

C. PROFESSIONAL SCHOLARSHIP

GROUP VII. SUBJECT MATTER OF THE STUDENT'S TEACHING FIELDS.

The specific requirements of the various teaching fields will be found preceding the description of courses in the respective fields.

D. RECREATION AND HEALTH

GROUP VIII. RECREATIONAL ACTIVITIES AND HYGIENE, 6 hours.

- a. Recreational Activities (Two hours a week throughout the freshman year.)
- b. Games and Sports (Two hours a week throughout the sophomore year.)
- c. Social and Personal Hygiene (Two hours a week throughout one semester in the freshman year.)

PROVISIONS CONCERNING ELECTIVES

The "core" of the four-year high school curricula is the same and is found on page 77. Wherever the word "Electives" occurs, the reference is not to free electives but to choice of an elective group which, after being chosen, must be followed. The choice of the student's first teaching field determines the curriculum in which he is to be registered.

FINAL SELECTION OF A CURRICULUM

Students make a tentative choice of a curriculum at entrance. During Freshman Days they receive advice and are given guidance by their directors and other members of the faculty. Since most of the freshman work in all four-year curricula is identical for all students, a student may change his curriculum or his first teaching field at the end of the freshman year without loss of time. The single year's work taken in the first teaching subject in the freshman year may constitute a free elective. By careful planning students who change from one curriculum to another at the end of the freshman year are able to complete the requirements of any four-year curriculum in the remaining three years.

Since the time is so brief in the case of two-year curricula, it is impossible to change from one curriculum to another after the first semester of the freshman year without loss of time.

OUTLINES OF THE CURRICULA

DIVISION OF RURAL EDUCATION

TWO-YEAR CURRICULUM FOR TEACHERS OF RURAL SCHOOLS

Leading to Diploma and State Limited Elementary Certificate

FRESHMAN YEAR Semester

FIRST SEMESTER Hours

| | |
|-----------------------------------------------|-------|
| Introduction to Elementary Education 101..... | 3 |
| Supervised Observation 103..... | 2 |
| English Composition 111 | 3 |
| Arithmetic 104 | 3 |
| Music 103 | 2 |
| Introduction to Art 101..... | 2 |
| Hygiene 105 | 2 |
| Recreational Activity 101..... | 1 |
| | <hr/> |
| | 18 |

SECOND SEMESTER

| | |
|---------------------------------------------------|-------|
| Psychology and Elementary School Methods 102..... | 3 |
| Introduction to Curricular Materials 104..... | 2 |
| Introduction to Literature 112..... | 3 |
| American History 115 | 3 |
| Principles of Human Geography 101..... | 3 |
| Health Education 108 | 2 |
| Recreational Activity 102 | 1 |
| | <hr/> |
| | 17 |

SOPHOMORE YEAR

FIRST SEMESTER

| | |
|-------------------------------------------|-------|
| Curricular Problems 105..... | 3 |
| Reading Method 107 | 2 |
| Elementary Agriculture 101 | 3 |
| Social and Economic Organization 161..... | 3 |
| Functional English Grammar 105..... | 3 |
| Natural Science 101..... | 2 |
| Recreational Activity 103 | 1 |
| | <hr/> |
| | 17 |

SECOND SEMESTER

| | |
|-----------------------------------------|-------|
| Problems in Classroom Teaching 106..... | 3 |
| Student Teaching 110..... | 8 |
| Children's Literature 104 | 2 |
| Natural Science 102..... | 2 |
| Recreational Activity 104 | 1 |
| | <hr/> |
| | 16 |

Students who pursued the rural curriculum for two years and secure an urban position should take the second course in history and geography during the summer term.

DIVISION OF ELEMENTARY EDUCATION
**TWO-YEAR CURRICULUM FOR TEACHERS OF KINDERGARTEN-
 PRIMARY GRADES**

Leading to Diploma and State Limited Kindergarten-
 Primary Certificate or State Limited Elementary Certificate

| FRESHMAN YEAR | | Semester |
|---------------------------------------------------|---|----------|
| FIRST SEMESTER | | Hours |
| Introduction to Elementary Education 101..... | 3 | |
| Supervised Observation 103 | 2 | |
| English Composition 111 | 3 | |
| American History 115 | 3 | |
| Principles of Human Geography 101..... | 3 | |
| Natural Science 101..... | 2 | |
| Recreational Activity 101 | 1 | |
| | | 17 |
| SECOND SEMESTER | | |
| Psychology and Elementary School Methods 102..... | 3 | |
| Introduction to Curricular Materials 104..... | 2 | |
| Introduction to Literature 112..... | 3 | |
| American History 116 | 3 | |
| Introduction to Art 101..... | 2 | |
| Primary Music 101..... | 2 | |
| Hygiene 105 | 2 | |
| Recreational Activity 102 | 1 | |
| | | 18 |
| SOPHOMORE YEAR | | |
| FIRST SEMESTER | | |
| Curricular Problems 105..... | 3 | |
| Reading Method 107 | 2 | |
| Children's Literature 101..... | 3 | |
| Health Education 108 | 2 | |
| General Regional Geography 102 | 2 | |
| Art Processes 102..... | 2 | |
| Primary Music 102..... | 2 | |
| Recreational Activity 103 | 1 | |
| | | 17 |
| SECOND SEMESTER | | |
| Problems in Classroom Teaching 106..... | 3 | |
| Student Teaching 110 | 8 | |
| Arithmetic 101 | 2 | |
| Natural Science 102..... | 2 | |
| Recreational Activity 104 | 1 | |
| | | 16 |

Students who pursued the primary curriculum and secure a position in a rural school should take the courses in Elementary Agriculture and Social and Economic Organization (Rural Sociology) during the summer.

TWO-YEAR CURRICULUM FOR TEACHERS OF INTERMEDIATE GRADES**Leading to Diploma and State Limited Elementary School Certificate**

| FRESHMAN YEAR | | Semester |
|-----------------------------------------------|---|-----------------|
| FIRST SEMESTER | | Hours |
| Introduction to Elementary Education 101..... | 3 | |
| Supervised Observation 103 | 2 | |
| English Composition 111 | 3 | |
| American History 115..... | 3 | |
| Introduction to Art 101..... | 2 | |
| Music 103 | 2 | |
| Hygiene 105 | 2 | |
| Recreational Activity 101 | 1 | |
| | | <hr/> |
| | | 18 |

| SECOND SEMESTER | | |
|---------------------------------------------------|---|-------|
| Psychology and Elementary School Methods 102..... | 3 | |
| Introduction to Curricular Materials 104..... | 2 | |
| Introduction to Literature 112..... | 3 | |
| American History 116 | 3 | |
| Principles of Human Geography 101..... | 3 | |
| Health Education 108 | 2 | |
| Recreational Activity 102 | 1 | |
| | | <hr/> |
| | | 17 |

SOPHOMORE YEAR

| FIRST SEMESTER | | |
|--------------------------------------|---|-------|
| Curricular Problems 105..... | 3 | |
| Reading Method 107 | 2 | |
| Children's Literature 102..... | 3 | |
| Arithmetic 102 | 3 | |
| Functional English Grammar 105 | 3 | |
| Natural Science 101..... | 2 | |
| Recreational Activity 103 | 1 | |
| | | <hr/> |
| | | 17 |

| SECOND SEMESTER | | |
|-----------------------------------------|---|-------|
| Problems in Classroom Teaching 106..... | 3 | |
| Student Teaching 110..... | 8 | |
| General Regional Geography 102..... | 2 | |
| Natural Science 102..... | 2 | |
| Recreational Activity 104 | 1 | |
| | | <hr/> |
| | | 16 |

Students who pursued the intermediate curriculum and secure a position in a rural school should take the courses in Elementary Agriculture and Social and Economic Organization (Rural Sociology) during the summer.

TWO-YEAR CURRICULUM FOR TEACHERS OF UPPER GRADES

Leading to Diploma and State Limited Elementary School Certificate

| FRESHMAN YEAR | | Semester |
|-----------------------------------------------|---|----------|
| FIRST SEMESTER | | Hours |
| Introduction to Elementary Education 101..... | 3 | |
| Supervised Observation 103 | 2 | |
| English Composition 111 | 3 | |
| American History 115 | 3 | |
| Principles of Human Geography 101..... | 3 | |
| Natural Science 101..... | 2 | |
| Recreational Activity 101 | 1 | |
| | | 17 |

| SECOND SEMESTER | | |
|---------------------------------------------------|---|----|
| Psychology and Elementary School Methods 102..... | 3 | |
| Introduction to Curricular Materials 104..... | 2 | |
| Introduction to Literature 112..... | 3 | |
| American History 116 | 3 | |
| Introduction to Art 101..... | 2 | |
| Music 103 | 2 | |
| Hygiene 105 | 2 | |
| Recreational Activity 102 | 1 | |
| | | 18 |

SOPHOMORE YEAR

| FIRST SEMESTER | | |
|--------------------------------------|---|----|
| Curricular Problems 105..... | 3 | |
| Reading Method 107 | 2 | |
| Children's Literature 103..... | 3 | |
| Arithmetic 103 | 3 | |
| Functional English Grammar 105 | 3 | |
| Health Education 108 | 2 | |
| Recreational Activity 103 | 1 | |
| | | 17 |

| SECOND SEMESTER | | |
|-----------------------------------------|---|----|
| Problems in Classroom Teaching 106..... | 3 | |
| Student Teaching 110..... | 8 | |
| General Regional Geography 102 | 2 | |
| Natural Science 102..... | 2 | |
| Recreational Activity 104 | 1 | |
| | | 16 |

Students who pursued the upper grades curriculum and secure a position in a rural school should take the courses in Elementary Agriculture and Social and Economic Organization (Rural Sociology) during the summer.

FOUR-YEAR ELEMENTARY CURRICULUM

Leading to the Degree of B.Ed. and State Limited Elementary Certificate

FRESHMAN YEAR

| FIRST SEMESTER | | SECOND SEMESTER | |
|------------------------------------|-----------|------------------------------------|-----------|
| | Sem. Hrs. | | Sem. Hrs. |
| Directed Observation 109..... | 1 | Observation and Participation 110 | 1 |
| Contemporary Civilization 111... | 3 | Contemporary Civilization 112... | 3 |
| *English 110 or 111..... | 3 | English 111 or 112..... | 3 |
| Intro. to Biological Science 110.. | 3 | Intro. to Earth Science 110..... | 3 |
| General Psychology 111..... | 3 | Intro. to Physical Science 110.... | 3 |
| Hygiene 105..... | 2 | Fundamentals of Speech 110..... | 2 |
| Intro. to Art 101..... | 2 | Music 103..... | 2 |
| Recreational Activities 101..... | 1 | Recreational Activities 102..... | 1 |
| | <hr/> 18 | | <hr/> 18 |

SOPHOMORE YEAR

| | | | |
|----------------------------------|----------|----------------------------------|----------------|
| History of Civilization 113..... | 3 | History of Civilization 114..... | 3 |
| American Public School 111..... | 3 | Child Growth and Develop- | |
| *Funct. English Grammar 105 | | ment 108..... | 3 |
| or English Elect..... | 3 | Art Appreciation 107..... | 1 |
| Economic Geography 113..... | 3 | Music Appreciation 107..... | 1 |
| Health Education 108..... | 2 | Children's Literature..... | 3 |
| Art Processes 102..... | 2 | Geography (Continent)..... | 3 |
| Recreational Activities 103..... | 1 | Arithmetic..... | 2 or 3 |
| | <hr/> 17 | Recreational Activities 104..... | 1 |
| | | | <hr/> 17 or 18 |

JUNIOR YEAR

| | | | |
|-----------------------------------|----------|-----------------------------------|----------|
| The Elem. School Curriculum 235 | 3 | Classroom Problems 236..... | 3 |
| Reading Method 107..... | 3 | Elective in Psychology..... | 2 |
| Political Institutions in | | Music Education in Elem. | |
| Illinois 151..... | 2 | School 235..... | 3 |
| Advanced Nature Study 221..... | 3 | Applied Nature Study 222..... | 3 |
| *American History or Elective... | 3 | Children's Literature 202..... | 3 |
| Elective..... | 2 | Elective..... | 2 |
| Recr. Act. for Elementary Schools | 1 | Recr. Act. for Elementary Schools | 1 |
| | <hr/> 17 | | <hr/> 17 |

SENIOR YEAR

| | | | |
|-----------------------------|----------|-----------------------------------|----------------|
| Student Teaching 210..... | 8 | Philosophy of Education 203.... | 3 |
| Teaching Problems 237..... | 2 | Education or Psychology Elective | 2 |
| Social and Personal Adjust- | | Speech Correction 212..... | 3 |
| ment 114..... | 2 | Soc. Processes in Education 205.. | 2 |
| Elective..... | 3 | Art Problems in Elementary | |
| | <hr/> 15 | School 202..... | 2 |
| | | Elective..... | 4 or 5 |
| | | | <hr/> 16 or 17 |

* To be required of all who do not give evidence of satisfactory background.

OUTLINE OF COURSES FOR JUNIORS AND SENIORS WHO ARE GRADUATES OF TWO-YEAR CURRICULA

Leading to the Degree of B.Ed. and State Limited Elementary Certificate

JUNIOR

| FIRST SEMESTER | Semester Hours |
|--------------------------------|-------------------|
| Children's Literature 201..... | 3 |
| Adv. Nature Study 221..... | 3 |
| Geography Elective..... | 2-3 |
| *Electives..... | 7-8 |
| | <hr/> 16 |

SECOND SEMESTER

| | |
|-----------------------------------------------|----------|
| Education or Psychology Elective..... | 2-3 |
| Child. Liter. 202 or an English Elective..... | 3 |
| Applied Nature Study 222..... | 3 |
| History Elective..... | 2-3 |
| *Electives..... | 4-6 |
| | <hr/> 16 |

SENIOR

| FIRST SEMESTER | |
|----------------------------------------|----------|
| Student Teaching (2 hrs. per day)..... | 3 |
| Economics or Political Science..... | 2-3 |
| Sociology Elective..... | 2-3 |
| English Elective..... | 3 |
| *Electives..... | 4-6 |
| | <hr/> 16 |

SECOND SEMESTER

| | |
|----------------------------------------------------------------|----------|
| Speech Correction 212..... | 3 |
| Advanced Writing 161 or Journalism 165 or Public Speaking..... | 2-3 |
| Philosophy of Education 203..... | 3 |
| *Electives..... | 7-9 |
| | <hr/> 16 |

Forty-three semester hours of the Junior and Senior years must be in courses numbered over two hundred.

Minimum requirement for graduation, 128 semester hours.

The amount of student teaching required on the part of graduates of two-year curricula may be changed to meet the needs of the individual student.

*Electives do not include courses in Education or Psychology.

FOUR-YEAR CURRICULUM FOR SECONDARY SCHOOL TEACHERS AND PRINCIPALS

Leading to the Degree of B.Ed. and State Limited Secondary School Certificate

FRESHMAN YEAR

| FIRST SEMESTER | | SECOND SEMESTER | |
|------------------------------------|-----------|----------------------------------|-----------|
| | Sem. Hrs. | | Sem. Hrs. |
| English Composition 111..... | 3 | Intro. to Literature 112..... | 3 |
| Contemporary Civilization 111... | 3 | Contemporary Civilization 112... | 3 |
| Intro. to Biological Sci. 110..... | 3 | Intro. to Earth Science 110..... | 3 |
| General Psychology 111..... | 3 | Intro. to Physical Sci. 110..... | 3 |
| Elective | 3 or 4 | Elective | 3 or 4 |
| Hygiene 105 | 2 | Fundamentals of Speech 110..... | 2 |
| Recreational Activities 101 | 1 | Recreational Activities 102..... | 1 |
| <hr/> | | <hr/> | |
| 18 or 19 | | 18 or 19 | |

SOPHOMORE YEAR

| | | | |
|------------------------------------|---------|------------------------------------|---------|
| Hist. of Civil. and Culture 113... | 3 | Hist. of Civil. and Culture 114... | 3 |
| Educ. Psychology 115..... | 3 | American Public School 111..... | 3 |
| Electives | 9 or 10 | Electives | 9 or 10 |
| Art Appreciation 107..... | 1 | Music Appreciation 107 | 1 |
| Recreational Activities 103..... | 1 | Recreational Activities 104..... | 1 |
| <hr/> | | <hr/> | |
| 17 or 18 | | 17 or 18 | |

JUNIOR YEAR

| | | | |
|--------------------------------|----------|--------------------------------|----------|
| High School Problems 220..... | 3 | General Method 222 | 3 |
| Education or Psych. Elective.. | 2 or 3* | Education or Psych. Elective.. | 2 or 3* |
| Electives | 10 or 11 | Electives | 10 or 11 |
| <hr/> | | <hr/> | |
| 15-17 | | 15-17 | |

SENIOR YEAR

| | | | |
|--------------------------------|---------|--------------------------------|---------|
| Student Teaching 210..... | 4 | Student Teaching 210..... | 4 |
| Philosophy of Education 203... | 3 | Educ. or Psychology Elective.. | 3 or 2* |
| Educ. or Psychology Elective.. | 2 or 3* | Electives | 6 |
| Electives | 6 | <hr/> | |
| <hr/> | | 13-12 | |
| 15-16 | | | |

* Minimum of Education or Psychology electives required, 9 hours; maximum permitted, 11 hours.

Forty-three semester hours of the Junior and Senior years must be in courses numbered over two hundred.

Minimum requirement for graduation, 128 hours.

REQUIREMENTS GOVERNING CHOICE OF ELECTIVES

CURRICULUM FOR SENIOR HIGH SCHOOL TEACHERS

Students in the curriculum for senior high school teachers choose their electives with the purpose of preparing themselves for their several teaching fields. Each student must select a first teaching field and a second teaching field and, when possible, a third teaching field, and in each take a sequence of courses which prepares him to teach in that field. The particular courses are prescribed. The courses which he is required to take represent the minimum.

In the division of secondary education, there are seventeen teaching fields as follows:

- | | |
|----------------------------------------|-----------------------------------------------------------------------|
| 1. Agriculture | 10. Home Economics |
| 2. Art | 11. Industrial Arts |
| 3. Biological Science | 12. Latin |
| 4. Commerce | 13. Mathematics |
| 5. English (literature and expression) | 14. Music |
| 6. French | 15. Physical Science (physics, chemistry) |
| 7. Geography and Geology | 16. Social Science (economics, history, political science, sociology) |
| 8. German | 17. Speech |
| 9. Health and Physical Education | |

In the freshman year students devote most of their time to the subjects prescribed in the General Curriculum for all high school teachers. At the same time they begin the study of their first teaching field.

In the sophomore year students take a second year's work in the field elected in the freshman year; at the same time they begin the study of the second teaching subject.

The choice of the second and third teaching subjects and the courses to be taken in those fields must be approved by the director of the division. Students are given careful guidance by their directors in terms of the teaching combinations found in the high schools of the state.

The required studies of the High School Curriculum are counted toward the required amount of work in the first teaching field and the second teaching field, so that a student who chooses biology, English, geography and geology, physical science or social science, is able to add a third teaching field or to devote additional time to those already chosen. Most students are urged to secure some work in a third teaching field.

COURSES OF INSTRUCTION

Definition of Credit—For credit purposes each course is assigned "semester hour" value, each "semester hour" representing one period of prepared class work per week or two periods of unprepared class work per week for one semester.

Courses of Upper and Lower Level.—The various courses are of two different grades as far as progressive advancement is concerned.

A. Freshmen and Sophomore Courses. These are the comprehensive introductory courses in the various subjects offered in the freshman, or sophomore year. These courses are numbered 100-199. Sophomores, juniors and seniors, in some cases, may take these courses but only a limited number of freshman and sophomore courses may be counted for graduation when taken by juniors and seniors.

B. Courses Open Only to Juniors and Seniors. These are advanced intensive courses and are not open to freshmen and sophomores. They are numbered 201-299. Two-thirds of all of the work of the junior and senior years must be in these courses.

Course Credit.—The semester during which a course is given is indicated by a Roman numeral placed after the number and title of the course, I for the first semester, II for the second semester. A number in parentheses shows the credit value in semester hours.

The following designations are used:

I (3): a course carrying three semester hours credit, given in the first semester.

II (3): a course carrying three semester hours credit, given in the second semester.

I (3) or II (3): a course which is offered each semester.

I (4) and II (4): courses which follow in sequence, one description covering the two courses.

Prerequisites are listed when required.

AGRICULTURE

Students taking Agriculture as a first teaching field take as a minimum the following courses: Agriculture 111, 112, 115, 116, 121, 122, 128, 214, 229, 237, and a choice of either 218 or 228. Total: 32 hours.

Students who wish to qualify under the Smith Hughes Law must have a minimum of 48 semester hours of technical Agriculture. Such students take the following courses: Agriculture 111, 112, 115, 116, 121, 122, 125, 128, 225, 228, 229, 232, 237, Physical Geology 111, Introductory Bacteriology 211, Entomology 201, and additional courses to make the total of

48 semester hours of technical Agriculture chosen from the following courses: Agriculture 211, 212, 213, 214, 216, 218, 234; Industrial Arts 221; General Biological Science 111 and 112 instead of Introduction to Biological Science 110 and Introduction to Earth Science 110.

Students taking Agriculture as a second teaching field take as a minimum the following courses: Agriculture 111, 112, 115, 116, 121, 122, and additional courses chosen from the remaining electives in Agriculture to make a total of at least 20 semester hours.

Students taking Agriculture as a third teaching field take as a minimum the following courses: Agriculture 111, 112, 115, 116, 121, 122 and additional courses chosen from the remaining electives in Agriculture to make a total of at least 20 semester hours.

A second or third teaching field in Agriculture may lead directly into a Smith-Hughes vocational preparation at a later period of study. After having completed twenty-one hours in agriculture it is possible to take agriculture for three summer terms and thereby complete the technical agriculture requirements for a vocational agriculture teaching position. Another alternative is to take part of the remaining work in agriculture through extension or correspondence.

101. Elementary Agriculture—I—(3) or II—(3)

An introductory course for rural school teachers. It is designed to orient the student in a broad way in the subject. Topics studied are: project work, 4-H clubs, agricultural organizations, cooperative marketing, soils, crops, breeds of live stock, feeds, farm management, etc.

111. General Agriculture—I—(3)

This course is designed to acquaint the students who are majoring in agricultural education with the cardinal points of the whole field of study. The work of the course deals largely with the history and importance of agriculture; the importance, uses and cultural methods of the leading field crops and a study of cattle, horses, sheep and swine with reference to types, breed characters and their economic importance on the farm. This course deals with a number of important points pertaining to the subject of feeds and the feeding of farm animals such as: nutrients and their functions, digestibility, feeding standards, balanced rations, nutritive rations, etc.

112. General Agriculture—II—(3)

This course deals with important topics within the fields of horticulture, gardening, marketing, agricultural organizations and poultry, such as: kinds and importance of leading fruits, pruning, spraying, planning the garden, hotbed, combating weeds and other pests, types and breeds of poultry, feeding and housing, marketing services, cooperative marketing, market pools, storage facilities and functions, grange, farm bureau, United States Department of Agriculture, etc. Also considerable time is devoted to the study of the physical properties and management of soils under such topics as: composition and function, texture and struc-

ture, kinds and functions of soil water, soil air, soil temperature, objects of cultivation, elements of fertility, erosion control, etc.

115. Animal Husbandry—I—(3)

A study of the origin, development and improvement of cattle, horses, poultry, sheep, and swine; the character and form of various farm animals, as affecting their capacity for production of milk, speed, work, eggs, wool and meat; identification of types and breeds coupled with judging of farm animals.

This course includes the study of the various classes and grades of all kinds of farm animals; the handling and selling of live stock at the large centralized markets, together with market reports and demands in order to utilize information regarding markets to best advantage.

Prerequisite: Agriculture 111 and 112.

116. Animal Husbandry—II—(3)

A study of the classes of feeds, nutrients, and their functions in the animal body. The nature and extent of demands for feeds for maintenance, growth, fattening, milk, wool, and work. Choice of feeds and the compounding of rations. The care and management of the various kinds of live stock is an important part of the course.

Prerequisite: Agriculture 111 and 112.

121. Grain and Forage Crops—I—(3)

A study of the methods of planting and cultivating the various cereal and forage crops; the selection and storage of seed, the treatment for fungous diseases, insect pests and weeds common to the cereal and forage plants, the conservation of the water supply for cereal and forage crops and the curing and marketing of hay.

Prerequisite: Agriculture 111 and 112.

122. Soil Physics—II—(3)

A study of the formation and classification of soils; hygroscopic, capillary, and gravitational water; the effects of drainage and color of soils on soil temperature; the granulation and puddling of soils; the preparation of seed bed and the proper tillage and rotation for the various crops.

Prerequisite: Agriculture 111, 112, and Geography and Geology 111.

124. Major Illinois Crops—II—(3)

A study of corn and soy beans, development and field testing of hybrid corn, drying of seed corn, field selection of open pollinated strains, diseases, insects, weeds and their control; germination, market grades and judging.

Prerequisite: Agriculture 121.

125. Orchard Crops—I—(3)

A study of plant propagation, pruning, spraying, cultivation, fertilization, selection of varieties, harvesting and marketing, and of injurious

insects and fungous diseases of the apple, peach, pear, plum, cherry, grape, brambles, and bush fruits.

Prerequisite: Agriculture 111 and 112.

128. Vegetable Crops—II—(3)

This course deals with the cultural and temperature requirements of the various kinds of vegetables commonly grown in this region. Some of the important topics to be considered are: Types of vegetable growing, soil, location, seed supply and vitality, moisture, temperature, fertilizers, tools, time of planting, transplanting, hot beds and cold frames, insect and disease control, factors influencing quality of vegetables, harvesting, storage, etc. The aim shall be to emphasize principles rather than mere details of practice.

Prerequisite: Agriculture 111 and 112.

211. Agricultural Economics—I—(3)

Study of the characteristics and classification of land; the present and future utilization of urban and agricultural land; forest and mineral land; property rights in water; ownership of land; land credit and land values; policies of land settlement and development, and of land taxation.

Prerequisite: Agriculture 111 and 112.

212. Agricultural Economics—II—(3)

A study of the present day agricultural economics, its place in the national economy, relief programs, effect of surplus on prices and incomes; price raising schemes by government action; individual and cooperative adjustment and proposed reforms for agriculture.

Prerequisite: Agriculture 111 and 112.

213. Farm Management—I—(3)

A course in locating fields, lots and buildings, farm equipment, the distribution and use of farm labor and capital, the cropping systems, the marketing of farm products and the keeping of farm accounts.

Prerequisite: Agriculture 111 and 112.

214. Marketing Agricultural Products—II—(3)

An attempt is made to follow up a recent wide interest in that phase of economics known as marketing. A careful study is made concerning processes necessary, the machinery of markets, price-making forces, reasons for existing practices, marketing services, cooperative marketing and agricultural credit facilities.

Prerequisite: Agriculture 111 and 112.

216. Farm Accounting—II—(2)

This course is a study of the application of accounting principles and forms to the farm business. Especial attention will be given to farm financial records, feed records, labor records, production records, breeding

records, inventories, and methods of determining live stock and crop production costs.

Prerequisite: Agriculture 111 and 112.

218. Dairying—II—(3)

A course in the operation of Babcock machine, the testing of herds, feeding and management of herds and the testing of milk, cream, butter, cheese, and ice cream for butter fat, acid, bacteria casein and adulterants.

Prerequisite: Agriculture 111 and 112.

221. History of Agriculture—I—(2)

A study of the agriculture of people of many lands of other times. Thoughtful consideration is spent in tracing the main influences which have given rise to the modern art and science of agriculture.

Prerequisite: Agriculture 111 and 112.

223. Agricultural Organizations—I—(2)

The purpose of this course is to make a careful analysis of the forms, objectives and influences of public and private agricultural organizations in the United States. Some leading organizations to be considered are: Federal and state departments of agriculture, experiment stations, farm-bureaus, granges, organizations under the Smith-Hughes law, etc.

Prerequisite: Agriculture 111 and 112.

225. Swine—I—(3)

A study of breeds of swine, selection of breeds, care and management of breeding herd, the care and feeding of growing and fattening pigs, marketing, diseases, parasites, McLean County Hog Sanitation Program and principles of selecting and judging swine for breeding and marketing.

Prerequisite: Agriculture 115 and 116.

227. Beef Cattle—I—(3)

A study of the beef cattle industry, the care and management of the breeding herd, the care and feeding of fattening cattle, diseases, parasites, buildings and equipment, and the fitting of cattle for show and sale.

Prerequisite: Agriculture 111 and 112.

228. Poultry—II—(3)

Selection of building site, housing, fixtures for poultry houses, and yarding, choosing of breeds; management, feeding and improvement of laying and breeding flock; selection, care and incubation of eggs; brooding and growing chicks; marketing of products; prevention and treatment of diseases of chickens; also raising of ducks, geese, and turkeys.

Prerequisite: Agriculture 111 and 112.

229. Livestock Judging—I—(2)

A careful study is made of the fundamentals of live stock judging and its relation to production, marketing and showing. Individual scoring and

comparative judging will be practiced. Other topics to receive attention are: show-ring practices, judging contests and breed and variety characters.

Prerequisite: Agriculture 115 and 116.

230. Farm Meats—II—(3)

Farm butchering, cutting, care and curing of meats; judging of meats; correlation of conformation and finish of live animal to the quality of dressed carcass; nutritive value, economy, selection and utilization of different cuts.

Prerequisite: Agriculture 115 and 116.

232. Farm Mechanics—II—(3)

A study of the power and field machines for the various types of farm operations together with materials for construction of buildings and fencing, land improvement and building equipment.

234. Landscape Architecture—II—(2)

This course deals with the arrangements and planting of flowers, shrubs, trees and vines needed for the proper decoration of farmstead, home and school grounds, also, control of diseases and pests, cultivation and pruning.

Prerequisite: Agriculture 111 and 112.

237. Agricultural Method—I—(3)

A practical analysis and study is made of the instructional problems involved in the teaching of agriculture in rural schools and in the non-vocational and vocational high schools. Emphasis is placed upon the proper organization and use of reference material and data from the agricultural experiment stations and research laboratories, illustrative materials, special and general equipment, lesson planning, farm and community surveys, use of job analysis, project supervision, organization of curricula and agricultural courses in the high school, laboratory and shop methods, field trips and the extension activities of the agriculture teacher.

Prerequisite: Agriculture 111 and 112.

ART

Students taking Art as a first teaching field take as a minimum the following courses: Art 107, 101, 112, 113, 114, 224, and additional courses chosen from the remaining electives in Art making a total of 35 semester hours.

Students taking Art as a second teaching field take as a minimum the following courses: Art 107, 101, 112, 113, 114, 117, 233, and additional courses chosen from the remaining electives in Art to make a total of 22 semester hours.

Students taking Art as a third teaching field take as a minimum the following courses: Art 107, 101, 112, 113, 114, 124, and additional courses chosen from the remaining electives in Art to make a total of 16 semester hours.

101. Introduction to Art—I or II (2) or (3)

An orientation course aimed to acquaint the student with fundamental art principles. Analysis and rendering of line and form, tone and color, through various media, as well as principles of construction and perspective in drawing. This course is available for three hours credit only to Home Economics students.

102. Art Processes—I—(2) or II—(2)

A course for primary kindergarten curriculum. This continues the study of art through experiences in processes used by little children. Such processes as modeling, making pottery, weaving, and toy making are studied.

Prerequisite: Art 101.

107. Art Appreciation—I and II (1)

A lecture course open to sophomores in the secondary and elementary curricula. A general survey of art principles, as exemplified in the major and minor arts, both in their historical sequence and in relation to the surroundings and background of the students.

112. Design and Color—II (3)

A study of design structure as to its elements. Principles are applied to work in both abstract and pictorial forms. Color and its artistic application is approached with reference to its scientific background both physical and psychological.

Prerequisite: Art 101.

113. Modeling—I (3)

A course dealing with the study of three dimensional form through the use of clay and modeling techniques to broaden the student's perceptual, visual and tactile knowledge of nature.

Prerequisite: Art 101.

114. Figure Drawing—II (3)

Study of the appearance and articulation of the skeleton and muscular structure of the human body and their application to theories of action and rhythm. Studies are made in various media of the proportions of the figure according to age and sex.

Prerequisite: Art 113.

117. Lettering—I (3)

A study of the development of various letter forms from classic Roman to modern. The student is given an opportunity to develop appreciation for the beauty of letters in form and arrangement through original practice in making advertising lay-outs, book-plates and posters.

Prerequisite: Art 112.

124. Metal Crafts—II (2)

This course acquaints students with the characteristics and the possibilities in design and construction of various metals such as brass, copper, and pewter. Standards of appreciation, mastery of various techniques, and creative experimentation are stressed.

Prerequisite: Art 101.

127. Pottery—I (2)

The study of the historical developments of pottery, the methods involved in the various processes and decoration. The construction and use of the kiln is an important feature of the course.

Prerequisite: Art 101.

202. Art Problems in Elementary School—II (2)

A course dealing with the art subject matter in the elementary grades, its selection, organization, and presentation.

Prerequisite: Art 102.

211. Advanced Design—I (2)

A study of design principles with creative expression in the common forms of pattern and arrangement. Practical application is made in the media of textile decoration with a linoleum block and to leather tooling.

Prerequisite: Art 112.

212. Costume Design—II (2)

A brief historical survey of the apparel modes from the past to present. The specific problems of design and color as well as personality and psychology in relation to dress for the individual are planned in the representation of costumes.

Prerequisite: Art 114, or consent of instructor.

213. Art in Stage Design—I—(2)

A survey of the fundamentals of play production and direction principally from the point of view of the design problems involved. Theory of "style" in staging, with consideration of apparatus, materials, and procedure; the "show" as a unified problem in design.

Prerequisite: Art 101.

223. Home Planning—I (3)

A course dealing with the application of art principles to the home, its surroundings, plan and construction, as well as phases of interior planning. The treatment of walls and floors, the selection and arrangement of furnishings and color are the subjects considered.

Prerequisite: Art 112.

224. Art History—II (3)

A course planned to serve as a ground work for the understanding of the arts. Art manifestations from past to present are surveyed for an understanding of the developmental forces behind the various movements and the evolution of these movements into modern art.

233. Water Color—I (3)

A course aimed to develop in the student a technical mastery of water color as an expressive medium.

Prerequisite: Art 114.

235. Illustration—I (2)

A study of the techniques and media of illustration as required in the commercial field. The subject matter includes the study of the commercial processes in black and white and color with reference to problems of reproduction.

Prerequisite: Art 114.

236. Oil Painting—II (3)

The development of the technique of oil painting, including the view points of the various schools of expression. The studies lead from still life to portraiture.

Prerequisite: Art 233.

BIOLOGY

Students taking Biology as a first teaching field take as a minimum the following courses: Biology 110, 111, 112, 121, 122, 131, 132, and additional courses chosen from the remaining electives in Biology to make a total of 37 semester hours.

Students taking Biology as a second teaching field take as a minimum the following courses: Biology 110, 111, 112, and (121, 122) or (131, 132) and additional courses chosen from the remaining electives in Biology to make a total of 20 semester hours.

Students taking Biology as a third teaching field take as a minimum the following courses: Biology 110, 111, 112, and (121, 122) or (131, 132) and additional courses chosen from the remaining electives in Biology to make a total of 18 semester hours.

101. Natural Science—I—(2)

This is the first of a series of two courses of integrated science required in all of the elementary school curricula. Units in trees, stars and constellations, insects, common garden flowers and vegetables, weeds, rocks, minerals and soils are studied.

102. Natural Science—II—(2)

This is the second of a series of two courses of integrated science required in all of the elementary school curricula. Units in birds, co-

niferous trees, fungi, spring constellations, matter, energy and work are studied.

105. Hygiene—I—(2) or II—(2)

The subject matter of the course is related to the factors actually determining health with special consideration given to the principles and practices of health promotion. The course is based upon those modern principles of hygiene that are intended to adjust the student in safeguarding and improving his own health and those of the community.

108. Health Education—I—(2) or II—(2)

The course is primarily concerned with the teaching and supervision of school health in the grades and with the prevention and control of disease in the community. The position of the various activities and studies of the elementary curriculum to the health program of the school is considered.

Prerequisite: Biology 105.

110. Introduction to the Biological Sciences—I—(3) or II—(3)

This course is a component part of the science series required in all four-year curricula and is primarily concerned with the influence of the biological sciences upon the course of human affairs. It is also correlated with the course in hygiene required of all students.

111. General Biological Science—I—(3)

This is a general introductory course in biology leading to a study of comparative physiology. As a basis for the understanding of fundamental life processes, as much of the anatomy and physiology of higher animals is taught as time permits. The course is open to those choosing biology as one of their teaching fields.

112. General Biological Science—II—(3)

The scope of botany together with its economic applications and its position in the field of education is outlined in this course. The course deals with the fundamental principles essential to a study of the structure, functions, and classification of seed plants. The experimental phases of the work are concerned with life processes common to both plants and animals.

Prerequisite: Biology 111.

121. Comparative Zoology—I—(3)

This is an intensive study of animal forms of the invertebrate group.

Prerequisite: Biology 111.

122. Comparative Zoology—II (3)

The work done in Comparative Zoology 121 continues into a thorough study of representative forms of the Phylum Chordata. The phylo-

genetic method of procedure is supplemented by embryological studies.

Prerequisite: Biology 121.

131. Comparative Botany—I (3)

In this course the way is paved for an understanding of the complexities of structure and function of our useful plants by a study of their more simple ancestors. While the course is largely a morphological and taxonomic study of the Thallophytes and Bryophytes, such considerations are not regarded as ends in themselves but are used in the interpretation of those broad and sweeping principles essential to an understanding of life and existence.

Prerequisite: Biology 112.

132. Comparative Botany—II (3)

A study is made of the external form and internal structure of the vascular plants in which groups phylogenetic relationships are traced. The work develops into a field course in which facility in the ready identification of plants by means of keys and manuals as well as some comprehension of the ecological factors governing the distribution of plants are outcomes of the term's work.

Prerequisite: Biology 131.

201. Entomology—I (2): 202. Entomology—II (2)

The subject matter of these two courses serves as an introduction to the structure, physiology, behavior, development, transformations, distributions and economics of insects. The laboratory exercises include a study of the structures by which insects are classified as well as practice in collecting, mounting and identifying insects.

Prerequisite: Biology 111.

205. Genetics—I (3)

This is a study of genetics based upon heredity, variation, and evolution. While primarily for agricultural and science students, the fundamental nature of the course is such that it may be taken by other students for its rich social values.

206. Field Animals—II (3)

Birds, fish, reptiles, amphibians, and predatory as well as game animals are studied in the field. Such parasites of these animals as are harmful to man are also considered. Conservation is a component part of the course.

Prerequisite: Biology 111.

211. Introductory Bacteriology—I (3)

This is a course in bacteriology planned to meet the needs of students in agriculture, home economics, health-sanitation, and science in

general. Yeasts, fungi, and bacteria are studied in relation to human welfare.

Prerequisite: A laboratory course in biology.

212. General Bacteriology—II (2)

This course is a direct continuation of Introductory Bacteriology. It is designed for those students who need more specific information both in regard to bacteriological methods of procedure and applications than is contained in the first course in bacteriology.

Prerequisite: Biology 211.

214. Plant Pathology—II (3)

A study is made of those types of plant diseases caused by bacteria and fungi.

Prerequisite: Biology 112.

215. Plant Physiology—I (2)

Plant Physiology as it deals with the reactions of plants to natural factors in their environment and their further response under the hand of man is studied in this course.

Prerequisite: Biology 112.

221. Advanced Nature Study—I (3)

A course in advanced materials and methods of elementary science involving the underlying principles, materials, equipment, objectives, subject matter organization, and the principal devices and techniques employed in modern, efficient elementary science teaching. Critical constructive discussions follow actual observations of elementary science teaching.

Prerequisite: Biology 101 or 102.

222. Applied Nature Study—II (3)

This course is designed to foster a spirit of scientific leadership on the part of the teacher, i. e., self reliance in a more critical study of plants, insects, animals, minerals, rocks, weather, constellations, etc., with a view toward their use in the more social aspects of science, namely, in boy and girl scouting, in garden clubs, in nature study organizations, in civic improvement, and in the cultivation of wholesome outdoor activities.

Prerequisite: Biology 221.

232. Methods and Materials in High School Biology—II (3)

This course deals with the outcome that should be aimed at in the teaching of biology in the high school; with the selection and organization of subject matter for high school courses; with the methods of laboratory and classroom instruction; with the collection and preservation of laboratory and museum materials; with the position of biology

in the health program of the school; and with the general current problems of science teaching in the high schools.

Prerequisite: Biology 122 or 132.

COMMERCE

Students taking Commerce as a first teaching field take as a minimum one of the following sequences:

Group 1. Commerce 111, 112, 113, 114, 115, 117, 122, 123, 124, 131, 132, 141, 143 (secretarial sciences) Total: 32 hours.

Group 2. Commerce 111, 117, 131, 132, 231, 232, 241, 242, 252, 253, 254, 256 (accounting and law) Total: 34 hours.

Students taking Commerce as a second teaching field take as a minimum one of the following sequences:

Group 1. Commerce 112, 113, 114, 122, 123, 124, 141, 143 (secretarial sciences) Total: 19 hours.

Group 2. Commerce 117, 131, 132, 231, 232, 241, 242 (accounting and law) Total: 20 hours.

Group 3. Commerce 111, 131, 132, 252, 253, 256 (junior business training) Total: 18 hours.

Students taking Commerce as a third teaching field take as a minimum one of the following sequences:

Group 1. Commerce 112, 113, 114, 122, 123, 124, 143 (secretarial sciences) Total: 17 hours.

Group 2. Commerce 117, 131, 132, 231, 232, 252 (accounting) Total: 17 hours.

Group 3. Commerce 131, 132, 252, 253, 255, 256 (business administration) Total: 18 hours.

Group 4. Commerce 241, 242, 252, 253, 255, 256 (business administration and law) Total: 18 hours.

111. Elements of Business—I (3)

Introductory course for freshmen who select a teaching field in commerce. The topics studied cover a survey of fundamental business activities; borrowing and lending, elementary contract making, business ethics, buying and selling practice, planning and budgeting, and an approach to the mathematics of business operation. The objective is to give the student an insight into the effects of business conduct so that he may be enabled to think as a business man does.

112. Typing—II (2)

This is a course for freshmen in commerce who have never had theory and practice in the use of office machines, particularly, the typewriter. The student is expected to attain reasonable individual skill in operation and a foundation in approved methods in machine usage and in teaching materials.

113. Typing—I (2)

This follows Typing 112 and is organized for sophomores in commerce. However, freshmen will be admitted if they have had preliminary courses in high school. The objective is to carry individual skills in operation to a fair attainment. Methods of instruction are introduced during the course.

Prerequisite: Commerce 112.

114. Typing—II (2)

Third in sequence and follows Typing 113. Its purpose is to advance personal skills and will include special drills in tabulating, speed, rough drafts, stencil cutting, and legal work. It will be closely correlated with the courses in Shorthand. Teaching methods included.

Prerequisite: Commerce 113.

115. Business English—I (2)

Open to sophomores in the commerce fields. This is a course with especial emphasis on those aspects of English which apply to business expression. It consists of a review of the mechanics of English, instruction in all types of letter forms, a study of the qualities of forceful writing, and the effective composition of business documents of various types.

117. Business Mathematics—I (2)

A course for sophomores in the commerce fields. Through problem material, the topics to be covered will include merchandise control, profit statistics, operating ratios, interest and discount, actuarial computations, averaging of accounts, and analysis of financial statements from the statistical point of view.

122. Shorthand—II (3)

This is a beginning course covering six chapters in the Gregg Manual, with reading of the corresponding chapters in Brewington's *Direct Method Materials for Gregg Shorthand*. Writing by sound, construction of outlines according to principle, good writing technique, and ability to write from dictation are taught through daily drills, sentence dictation, and much reading of shorthand.

123. Shorthand—I (3)

Open to sophomores, or to freshmen who have the preliminary work from high school training. The course is a continuation of shorthand 122, and extends through chapter twelve of the *Gregg Manual*, and corresponding chapters in Brewington's *Direct Method Materials for Gregg Shorthand*. The objectives are: adequate knowledge of principles, increased facility in personal skill, and a speed of sixty words per minute with transcript at least ninety-five per cent accurate. Correct penmanship is stressed, and O. G. A. standards expected.

Prerequisite: Commerce 122.

124. Shorthand—II (3)

This is an advanced course with much dictation, using *Gregg Speed Building* as the basic textbook for vocabulary building. Reading material is used from the *Gregg Writer*. Increased skill in writing from dictation and transcription. Speed requirement: minimum of eighty words per minute for five minutes to be transcribed with ninety-five per cent accuracy.

Prerequisite: Commerce 123.

131. Accounting—I (3)

The business equation is the introduction. The student is taken through a study of operating statements and balance sheets with particular attention to the forms and the sources of the facts in the statements. Through a gradual development of accounting theory, the course leads to a study of business records in single proprietorship and in partnership. The student has practice with controlling accounts, columnar journals, depreciation, adjusting and closing books. The "work sheet" is much used.

132. Accounting—II (3)

A sequence course following Accounting 131. Corporation accounting is introduced. The course further leads to a consideration of cost accounting and cost records, and the preparation of manufacturing statements. Much problem and supplementary material is used in order to give the student ample opportunity for practice in good accounting usage. The interpretation of financial statements is made a part of the course.

Prerequisite: Commerce 131.

141. Advanced Office Practice—I (2)

An advanced course in office technique and management designed to give the student practice in performing various office duties and to help him develop ability to systematize and supervise secretarial activities.

Prerequisite: Commerce 114.

143. Advanced Secretarial Practice—I (2)

Speed building is a primary objective with much emphasis on the transcript and mechanics of English. Much correlation with the instruction on office machines. Teaching methods are also made a part of the course. Reporting skill is encouraged.

Prerequisite: Commerce 124.

212. Methods and Materials in Shorthand—(Summer only.) (3)

This is a methods course in the teaching of shorthand and is intended for teachers in service who wish to strengthen their technical qualifications to meet certificating requirements. Attention is given to direct method. Much supplementary material is considered.

Prerequisite: Ample preliminary training in shorthand, or a degree, and the ability to pass proficiency tests.

Students who have had shorthand 36 or Advanced Secretarial Practice should not take this course.

213. Methods and Materials in Typing—(Summer only.) (3)

Methods of teaching typewriting and the use of teaching materials is made the basis of this course. It is open to teachers in service who wish to improve their certificating qualifications, and to teachers with degrees who can meet preliminary proficiency tests.

214. Methods and Materials in Junior Business Training—(Summer only.) (3)

The course will include a study of textbooks, selection of material, planning of presentation, and critical survey of methods, in the elementary business training field, with attention to the allocation of proper materials and their treatment to the high school freshman. Open to teachers in service who are interested in this growing field of work.

231. Accounting—I (3)

A survey is made of revenue records in theory and practice, with financial statements affecting all types of business ownership. Much problem material is used, increasing in detail and difficulty as the course progresses. Materials in partnership accounting will be given much attention. Technique of instruction is also introduced. A portion of time is given to study of actuarial science.

Prerequisite: Commerce 132.

232. Accounting—II (3)

This course includes a study of installment selling, joint ventures, liquidations and reorganizations, insolvency and bankruptcy, fiduciary accounting, bond issues, system organization, and some work in corporation income tax procedure. Ratio analysis of financial statements is included and teaching methods are always kept in mind.

Prerequisite: Commerce 231.

241. Business Law—I (3)

The first of two courses in business law will include a thorough discussion of contracts. It is intended to use as many illustrative cases as time will permit. The course will also include consideration of material and cases in bailments and in sales of goods.

242. Business Law—II (3)

The course will cover the following divisions of business law; negotiable instruments, installment contracts, insurance, loans and discounts, partnerships and other business associations, property, and some treatment of tax laws as they affect business management.

Prerequisite: Commerce 241.

252. Economics of Business—II (3)

This course is open to senior college majors in commerce and to experienced teachers of business subjects. The purpose of the work is to adjust economic theory to intelligent business administration. Much attention is given to practical application of economics in distribution with special reference to questions of transportation, risk, money, credit, and markets.

253. Business Organization and Management—I (3)

Open to senior college majors in commerce and in social science. The course will deal with forms of business enterprise, methods of organization, internal operating policies, and case material in management. The corporation particularly will be studied. Business promotion, plant location, managerial structure, factory organization, and labor control are topics of study.

Prerequisite: Commerce 252.

254. Salesmanship and Advertising—II (2)

This course deals with the more practical problems of distribution of goods, and consumer demand. A study is made of the applied principles of selling, both through publicity channels and by direct personal approach. Some selling practice is attempted and personnel development methods are used.

Prerequisite: Commerce 252.

255. Marketing—I (3)

This course is open to senior college majors in commerce or in social science. It will have two objectives: one, to acquaint the student with the formation of a market and the methods used in business to organize and control the distribution of industrial goods; second, the study and application of the practical business problem of managing the sales activity.

Prerequisite: Commerce 252.

256. Business Finance—II (3)

A sequence course in commerce open to senior college majors in commerce and in social science. The course includes study of credit and financial controls, analyses of financial statements, the function of banking as a business, the interpretation of the security markets, and the internal administration of the finance function in management. Much case material will be used.

Prerequisite: Commerce 252.

EDUCATION

The work in Elementary Education is planned to provide an opportunity for the student to experience a gradual, unified growth in an understanding of child nature as the basis for an evaluation of curriculum materials, methods and school organization.

101. Introduction to Elementary Education—I (3)

The purpose of this course is to orient the student in professional environment through a study of such topics as education and social needs; the growth, behavior and interests of children; the opportunities for growth afforded by the school.

102. Psychology and Elementary School Methods—II (3)

This is a continuation of Education 101. Major consideration is given to the psychology of learning, general methods of teaching and school environment.

Prerequisite: Education 101.

103. Supervised Observation—I (2)

The purpose is to provide direct observation of elementary school children in their learning activities. The student observes good teaching and skillful guidance of children. Through critical reading, study, and class discussion insight into the problems of the classroom is developed.

104. Introduction to Curriculum Materials—II (2)

The purpose is: (1) to develop understandings and appreciations of phases of community institutions, industries, and occupations which serve as a background for interpreting to children, in the elementary school, the ever-widening social environment to which they must gradually become adjusted; (2) to select and organize data, and to collect and construct illustrative material for units of work. Excursions, observation of children's activities will be used as a point of departure.

Prerequisite: Education 101.

105. Curricular Problems—I (3)

This course deals primarily with the selection and organization of curriculum materials in the elementary school, and the general administrative problems involved therein. Materials and methods in science and language arts are emphasized.

Prerequisite: Education 102 and 104.

106. Problems in Classroom Technique—II (3)

This course is a continuation of Ed. 105. It parallels student teaching and deals with the problems encountered by the student in actual school-room situations, such as directing learning activities, measuring results and handling remedial work. Materials and methods in social studies are considered.

Prerequisite: Education 102 and 104.

107. Reading Method—I (2)

A consideration, based on findings of scientific research, of the reading needs of children in the elementary grades—primary, intermediate, and upper grades—is the fundamental emphasis of the course. Uses

of various types of reading materials, development of good study habits, and desirable attitudes toward reading are stressed.

Prerequisite: Education 102.

108. Child Growth and Development—II (3)

This course offers the opportunity to become familiar with the physical, mental, emotional and social growth and development of children and of the way in which this growth is influenced by home and school environment. Much observation of children from infancy through adolescence provides the basis for the course. Students who have had Education 102 should not take this course.

Prerequisite: Education 111.

109, 110. Supervised Observation and Participation—I (1) and II (1)

This course, continuous throughout the freshman year of the four-year elementary curriculum, introduces the student to the activities of children in a wide variety of situations. Through observation, discussion and gradual participation insight into the problems of the classroom is developed and a professional background for the student's entire program is provided.

111. The American Public School—I (3) or II (3)

This course gives an overview of the American public school as an institution. Among the units considered are: the purpose of the educational program; public school finance; the main types of school organizations, pre-school, elementary, secondary, and higher education; special forms of education, such as occupational, adult, and rural education; school personnel; school organization and control; and current issues in American education.

201. The Junior High School—I (2)

A course dealing with the origin, history, psychological basis, functions, program of studies, subject content, methods, organization, and administration of the Junior High School.

Prerequisite: Psychology 115.

202. Materials and Methods in Character Education—II (2)

A presentation of materials and methods in actual use in the development of character; determining objectives involving character emphasis in the light of general school objectives; organization and use of school activities in the furtherance of character development; relation of a program of character education to the entire field of education with special reference to qualifying present and future generations for a type of "best living" in all their human relationships.

Prerequisite: Psychology 115.

203. Philosophy of Education—I (3) or II (3)

This course makes a philosophical interpretation of education in and for the democratic way of living. Its standard of critical evaluation and constructive suggestion is the ideal of complete human living socially and personally according to individual opportunity and capacity. It therefore gives due emphasis to the philosophy of character development in social personality as the supreme product of a democratic social order.

Prerequisite: Education 220, 222.

204. School and Community Relations—II (2)

This course will deal with the techniques of securing a position and the developing of effective teacher relationships with supervisory officers, boards of education, and the community at large. Some of the problems which will be studied are the P. T. A., home visitation, participation in community activities, the local newspaper, and school support.

Prerequisite: Psychology 115.

205. Social Processes in Education—II (2)

This course in the four-year elementary curriculum aims to acquaint the student with community institutions, industries, and occupations as sources of curriculum materials and to enable him to use such materials to enrich the child's understanding of the world in which he lives. Class activities consist of field trips, collecting printed and illustrative materials, selecting and organizing data into units of activity, class reports and discussions.

206. Rural Educational Institutions and Leadership—II (3)

This is a course in rural educational sociology and leadership. The educational institutions and agencies such as the home, the school, the church, the Grange, the Farm and Home Bureaus, the 4-H Clubs, the newspaper, the drama, and the festivals are studied with special attention to leadership technique. Rural social and economic changes, including subsistence farming, rural electrification, adult education, and land planning, receive attention.

Prerequisite: Education 106 or 108 or Psychology 115.

207. History of American Education—I (3)

This course aims to qualify for more intelligent, appreciative and progressive participation in present-day education and life by an understanding of the origin and development of educational systems and educative processes. A comparative view of contemporary education in other countries is included.

Prerequisite: Psychology 115.

208. Elementary School Tests and Measurements—II (2)

This is a study of methods and uses of objective measurements in the elementary school, including both achievement and intelligence tests.

Special emphasis is given to achievement tests, their evaluation, methods of administering, analysis of results, and remedial teaching.

Prerequisite: Education 106 or 108.

209. Rural School Administration and Supervision—I (2)

The purpose of this course is to acquaint the student with some of the outstanding problems in the administration and supervision of rural education. Special attention will be given to rural school organization, finance, supervision, and public relations. The types of organization units to be given consideration are the district, the community, the community consolidated, the county, and the state. The supervision of teachers and the education of board members will receive special attention.

Prerequisite: Psychology 115 or Education 106 or 108.

211. Current Readings in Education—I (2)

This course serves (1) to give the student accurate and reasonably adequate information on current major problems in public education; and (2) to enable the student, through knowledge of available materials and how to use them, to inform himself on any such problem at any time without undue waste of time and effort.

Prerequisite: Education 106 or 108 or Psychology 115.

213. Diagnostic and Remedial Instruction—I (2)

This course deals with the improvement of elementary skills through diagnosis and remedial treatment; and more generally, the isolation and removal of any cause of non-learning or inefficient learning, through the administration of remedial or corrective treatment.

Prerequisite: Education 106 or 108.

215. Supervision in the Elementary School—I (3)

This course attempts to determine the objectives of supervision, the aims of classroom instruction in the elementary school, methods of teaching, and recognized standards of attainment and their real values. It discusses the improvement of instruction in the various school subjects.

Prerequisite: Education 106 or 108.

217. Rural Elementary Teacher Problems—I (2)

This course is especially designed for senior college students who have had no special preparation in rural school education. It will include both rural school management and instruction. Special attention will be given to school housekeeping and the teaching of subject matter in all the elementary grades in a one-teacher school. A chance will be given to become acquainted with much literature in the rural field.

Prerequisite: Education 106 or 108.

220. High School Problems—I (3) or II (3)

A study of the extra-instructional problems of the secondary school teacher as determined by the nature of the adolescent and by the demands

of society. Such problems as guidance and counseling, the secondary school curriculum, extra-curricular activities, behaviour problems, individual differences, marking systems, keeping of records, schedule making and the providing of a healthful environment, are considered.

Prerequisite: Psychology 115.

221. High School Tests and Measurements—I (2) or II (2)

This course deals with achievement and intelligence tests in the secondary school. Particular emphasis is placed upon the achievement tests, their evaluation, methods of administering, analysis of results, and remedial teaching. (Omitted in 1935-36)

Prerequisite: Psychology 115.

222. General Method—I (3) or II (3)

The basic principles and techniques of teaching in secondary schools. Learning goals of the secondary school, selection and organization of subject matter, assignment procedures, use of illustrative materials, instructional planning, various methods of teaching, and evaluating the results of instruction.

Prerequisite: Education 111, Psychology 115.

224. Extra-Curricular Activities in Secondary Schools—II (2)

The purpose of this course is to give an overview of the so-called extra-curricular activities in secondary schools, emphasizing types of activities, aims and values, practices in organization, administration, and supervision of these activities.

Prerequisite: Psychology 115.

226. High School Administration—I (3) or II (3)

The course is designed for those who desire to prepare for administrative positions in secondary schools. Consideration will be given to the organization of secondary education; relationship with city and state administration; the school plant; the staff; administration adjustments of pupils; organization of the curriculum; the administration of guidance and extra-curricular activities; marks, records, and reports; and community relationships.

Prerequisite: Education 220.

227. Guidance—I (2)

A course dealing with the aims, needs, development and present status of guidance in the secondary school. It includes a study of individual capacities and personal factors, the exploration of special abilities and interests, and the giving of information in making vocational choices. It emphasizes the role of the classroom teacher with respect to the guidance function of the secondary school.

Prerequisite: Psychology 115.

228. Supervision of Instruction—II (3)

This course attempts to determine the objectives of supervision, the aims of classroom instruction in the secondary school, the best methods of teaching, and recognized standards of attainment and their relative values. It discusses the means of securing a cordial teacher attitude, and of arousing a persistent ambition on the part of the teacher to utilize her knowledge of the aims, methods, and standards considered.

Prerequisite: Education 220, 222.

230. Secondary School Curriculum—I (2) or II (2)

The purpose of this course is to give opportunity for a study of: revisions and reconstructions in secondary school curricula; educational objectives as criteria for the selection of the material; different types of instructional units; evaluation of textbooks and other forms of curriculum materials.

Prerequisite: Psychology 115.

231. Pupil Activities in the Elementary School—(Summer only.) (3)

This course considers the psychology of activity; the contribution of varied activities to child development; the selection and organization of curriculum materials in units of activity for pupils in the elementary school; observation and discussion of activities in progress in the training school.

Prerequisite: Education 106 or 108.

233. The Organization and Administration of the Elementary School—(Summer only.) (3)

A course for experienced teachers, principals, superintendents, or advanced students working toward administrative positions, which will give consideration to the organization of the elementary school, the work of the elementary school principal, public relations, the improvement of instruction, and the administration of pupil personnel.

Prerequisite: Education 106 or 108.

235. The Elementary School Curriculum—I (3)

This course, a continuation of Education 108, deals primarily with the contribution of the elementary school through its curriculum to the child's total development. It includes a study of such topics as the changes in school curricula; various current view-points; the relation of educational objectives to the curriculum; classroom administration and the application of techniques of curriculum construction. Tentative conclusions reached through observation of children are verified and broadened by a study of research and the opinion of experts. Students who have had Curricular Problems 105 should not take this course.

Prerequisite: Education 108.

236. Classroom Problems—II (3)

This is the third semester of an integrated study of child development, emphasizing the more specific problems of the classroom. The course

is concerned with the fundamental principles of child interest and need on which teaching procedures are based, and the conditions under which desirable learning takes place. Observation and participation in typical schoolrooms form the basis for discussions and for a study of the literature in this field. Experiences are provided in order to develop a functional understanding of such problems as those of group control; teacher and pupil activities; the selection and organization of curriculum material and the evaluation of instruction.

Prerequisite: Education 235.

240. Visual Education—II—(3)

This course deals with the theory, materials and methodology of visual education. It includes a study of the results of the experimental researches in visual instruction; criteria for evaluating and selecting materials; sources of visual materials; and filing, mounting, and care of materials. Techniques in making slides, film strips, etc., as well as the operation of various types of projection equipment will receive consideration and attention in the course. Demonstrations and laboratory work are included.

Prerequisite: Education 106 or 222.

250. Current Trends in Education—(Summer only.) (3)

This course deals with the new trends and movements in education as revealed by changes in (1) materials of instruction, (2) methods of teaching and learning, (3) pupil behavior, (4) control and administration of schools, (5) state and federal activities in education, and (6) developments in teacher education.

Prerequisite: Psychology 115, Education 111.

258. Problems in Pupil Personnel—(Summer only) (3)

This course deals with actual problems in pupil personnel in the elementary school. It includes guidance, discipline, pupil adjustment, health, records and reports, case studies, and school and home relationships.

Prerequisite: Psychology 115, Education 111.

260. Problems in the Administration of Small School Systems—(Summer only)—(3)

This course deals with actual problems in the administration of small elementary or high schools. Each administrator is expected to work on a particular problem of specific problems in his own school system. Individual reading and conferences will be employed in this course.

This course is open *only* to experienced administrators.

ENGLISH

Students choosing English as a first teaching field take as a minimum the following courses in addition to the Freshman English: 151, 152, 161,

105 or 275, and 276 and additional courses chosen from the remaining electives in English to make a total of 38 semester hours.

Students choosing English as a second teaching field take as a minimum the following courses in addition to the Freshman English courses: 161, 105 or 275, and 276 and additional courses chosen from the remaining electives in English to make a total of 22 semester hours.

Students choosing English as a third teaching field take as a minimum the following courses in addition to the Freshman English: 161, 105 or 275, and 276 and additional courses chosen from the remaining electives in English to make a total of 18 semester hours.

101. Children's Literature (Kindergarten-Primary)—I (3) or II (3)

This is a survey course in children's literature which emphasizes especially materials suitable for kindergarten and primary grades. These materials are selected from traditional prose and verse, and from modern fanciful and realistic stories and poems for children. Criteria for judging literature for children and the art of story-telling are also discussed.

102. Children's Literature (Intermediate)—I (3) or II (3)

This is a survey course in children's literature which emphasizes especially materials suitable for the intermediate grades. These materials are selected from traditional literature, modern fanciful and realistic stories, and poetry. Criteria for judging literature for children are also discussed.

103. Children's Literature (Upper Grades)—I (3) or II (3)

This is a survey course which emphasizes traditional and modern literature suitable for children in the upper grades. Criteria for judging literature for children are also discussed.

104. Children's Literature (Rural)—I (2) or II (2)

This is a survey course in children's literature which deals with materials suitable for all the elementary grades. These materials are selected from traditional literature, modern fanciful tales, realistic stories, and poetry. Criteria for judging literature for children and the art of story-telling are also discussed.

105. Functional English Grammar—I (3) or II (3)

This course is primarily for students who intend to teach seventh and eighth grade grammar. It emphasizes the principles of sentence structure and the nature of the parts of speech.

110. English Language and Composition—I (3) or II (3)

A study of the principles underlying accepted usage in diction, sentence structure, and punctuation.

Required of all students except those whose entrance examination in English shows superior training.

111. Composition Based on Reading—I (3) or II (3)

A study of the principles of composition with frequent practice in writing, including one long expository paper based upon individual reading. Training is given in the use of reference works and in the assembling and organizing of material. The work in composition is paralleled by readings in the modern essay, including more thoughtful current magazine articles. Opportunity will be offered for supplemental reading in biography, fiction, and drama. Required of all students.

Prerequisite: English 110 or exemption.

112. Introduction to Literature—I (3) or II (3)

Wide reading in contemporary literary types other than the essay, to develop breadth of appreciation.

Required to complete a year's work in English of all who were exempt from English 110; open as an elective to all others who have credit in English 110 and 111.

131. American Literature—I (2)

A study of American literature from its beginnings, through the Transcendental period, with special emphasis on Franklin, Irving, Bryant, Poe, Emerson, Thoreau, and Hawthorne.

132. American Literature—I (3) or II (3)

A study of the poetry and prose of the late romanticists, the early realists, and other forerunners of the modern period.

133. American Literature—II (2)

A study of the prose and poetry of the modern period.

151. World Literature to the Renaissance—I (3)

An introduction to ancient literature to find its contribution to modern culture. The reading of selected masterpieces for an appreciation of Hebrew, Greek, and Roman ideals respectively is followed by a survey of medieval story-telling and drama. Plato's *Republic* and Dante's *Divine Comedy* are given extended attention.

Prerequisite: Six semester hours of Freshman English.

152. World Literature since the Renaissance—II (3)

An introduction to European literature of modern times. The spirit of the Renaissance is studied in Cellini, Cervantes, and Montaigne; whereupon consideration is given to the ideals of neo-classicism, romanticism, and realism in such writers as Racine, Molière, Rousseau, Voltaire, Schiller, Goethe, and the Russian realists.

Prerequisite: Six semester hours of Freshman English.

161. Advanced Writing—I (2) or II (2)

A course in the structure and methods of detailed exposition. Emphasis is placed on the methods and standards of investigation, on or-

ganization of subject matter, and the principles governing connected discourse.

Prerequisite: Six semester hours of Freshman English.

165. Journalism—I (3) or II (3)

An introduction to the principles and practice of newspaper writing and editing. Students must reserve some time during the day for reporting on *The Vidette*.

Prerequisite: Six semester hours of Freshman English.

166. Journalism—I (3) or II (3)

A continuation of Journalism I with special emphasis on editorial writing and the problems of editing, with practice on *The Vidette*. Some study is made of metropolitan newspapers and contemporary newspaper men.

Prerequisite: English 165.

201. Children's Literature to 1900—I (3)

This is an advanced course including a brief study of the history of children's literature and a rather intensive study of literature to 1900 suitable for children in the elementary grades.

Prerequisite: English 101, 102, 103, or 104.

202. Recent Literature for Children—II (3)

This course, a continuation of 201, includes a brief study of the illustration of children's books and a rather intensive study of prose and poetry written for children since 1900.

Prerequisite: English 101, 102, 103, or 104.

211. English Literature to 1600—I (3)

This course consists of a survey of the Anglo-Saxon and Middle English writings with emphasis upon the poetry of Chaucer and a study of the literature of the English Renaissance.

212. English Literature 1600-1780—II (3)

A study of the prose and poetry of the seventeenth and eighteenth centuries with special emphasis upon Milton, Dryden, Swift, Pope, and Johnson.

213. English Literature 1780-1830—I (3)

A study of the social and literary tendencies of the major English writers of the late eighteenth and early nineteenth centuries.

214. English Literature since 1830—II (3)

A study of the chief writers of England since 1830, including Tennyson, Browning, Arnold, the Pre-Raphaelites, Eliot, Thackeray, Dickens,

Carlyle, Ruskin, Newman, Huxley, Pater, Butler, Hardy, and Meredith.

216. Milton—II (2)

A course designed to cover Milton's major work in prose and poetry.

219. Shakespeare—I (3) or II (3)

A study of ten representative Shakespearean plays will be studied in chronological order.

232. History of the English Language—II (3)

A study of the history of the English language, showing the changes which have taken place from old English to modern English times.

233. Creative Writing—I (2)

Aims first, to give the student an opportunity to acquaint himself with the works of a large number of writers in the field of the short-story and familiar essay, with special emphasis on contemporary writers; and second to give him the opportunity of doing creative work in these two types of writing for himself.

Prerequisite: Six semester hours of Freshman English.

241. The English Essay—I (2)

A study of the most representative English essayists.

242. Rise of the Drama—II (2)

A survey of English drama from the miracle plays to the time of the closing of the theaters. There will be special problems in the origin and development of the drama and in the history of stagecraft and dramatic art.

251. The Novel—I (2)

An historical approach to the English novel, with emphasis upon the nineteenth and twentieth centuries.

252. Continental European Literature since 1860—II (2)

An introduction to the more important contemporary European literature. After a consideration of the major Russian novelists of the nineteenth century, e. g., Turgenev, Tolstoy, and Dostoevsky, writers of such varied points of view as Thomas Mann, Gerhardt Hauptmann, Jakob Wassermann, Romain Rolland, Maxim Gorky, Knut Hamsun, and Sigrid Undset will be studied in an attempt to trace the tendencies of our own day.

267. Journalism—I (2) or II (2)

A laboratory course, hours by arrangement, limited each semester to 4 or 5 students who assist the editor of the *Vidette* in reading copy

and proof, writing headlines, making up dummies, and doing general staff work.

Prerequisite: English 166.

268. Journalism—Problems and Materials—I (2) or II (2)

Designed to prepare teachers to solve the problems of organization, equipment, materials, costs, etc., to be met in teaching journalism to high school and grade students and in sponsoring student publications.

Prerequisite: English 166.

275. English Grammar and Composition—II (3)

Offered primarily for those who intend to teach English. No credit if English 105 has been taken.

276. High School Literature—II (3)

A study of the literature suitable for high school. Discussions relative to methods of presentation and to criteria for the selection of materials for the English course of study. Reports from the national survey of high-school English. Recommended for all who lack experience in teaching.

FRENCH

Students who have had one year of high school French begin with French 112; those with two years begin with French 115; three years, French 116; and four years, French 211.

Credit is not given for French 111 unless French 112 is completed.

Students taking French as a first teaching field take as a minimum the following courses: French 111, 112, 115, 116, 211, 212, 215, 216, 221, 222, 225, 226. Total: 32 hours.

Students taking French as a second or as a third teaching field take as a minimum the following courses: French 111, 112, 115, 116 and additional courses chosen from the remaining electives in French to make a total of 24 semester hours.

111 and 112. First-Year French—I (4) and II (4)

Pronunciation taught by the phonetic method; essentials of grammar; exercises in hearing, speaking, and writing simple French; reading of material of graded difficulty.

115 and 116. Second-Year French—I (4) and II (4)

Class reading of 800 to 1000 pages of short stories, plays, novels, and essays. Grammar review, oral and written composition. Extensive reading of 500 pages each semester.

Prerequisite: French 112 or two years of high-school French.

117. French Composition—(Summer only.) (3)

Oral and written composition based on selections from modern writers.
Prerequisite: French 112 or two years of high school French.

211 and 212. Modern French Novel—I (2) and II (2)

Class and collateral reading of the novel of the nineteenth and twentieth centuries. Offered 1937-38.

Prerequisite: French 116 or four years of high-school French.

215 and 216. Modern French Drama—I (2) and II (2)

Class and collateral reading of the drama of the nineteenth and twentieth centuries. Offered 1937-38.

Prerequisite: French 116.

221. Survey of French Literature—I (3)

A survey of French literature from the earliest times through the seventeenth century. Class reading of seventeenth century masterpieces. Offered 1938-39.

Prerequisite: French 116.

222. Survey of French Literature—II (3)

A survey of French literature of the eighteenth, nineteenth, and twentieth centuries. Class reading of nineteenth century poetry. Offered 1938-39.

Prerequisite: French 116.

225 and 226. Materials for High School French—I (1) and II (1)

An examination of texts and illustrative material suitable for use in high school classes. Offered 1938-39.

Prerequisite: French 116.

GEOGRAPHY AND GEOLOGY

Students taking Geography as a first teaching field take as a minimum the following courses: Geography 110, 111, 112, 113, 114, 115, 116 and additional courses chosen from the remaining electives in Geography and Geology to make a total of 33 semester hours.

*Students taking Geography as a second teaching field take as a minimum the following courses: Geography 110, 113, 114 and additional courses chosen from the remaining electives in Geography and Geology to make a total of 22 semester hours.

*Students taking Geography as a third teaching field take as a minimum the following courses: Geography 110, 113, 114 and additional courses chosen from the remaining electives in Geography and Geology to make a total of 18 semester hours.

*Students majoring in Natural Science and taking Geography for a second or third teaching field should elect courses 111, 112, 114 and 115. Students majoring in Social Science and taking Geography for a second or third teaching field should elect courses 213, 216, 219.

101. Principles of Human Geography—I (3) or II (3)

The principles of geographic environment as they influence man. A study of location, land forms, water bodies, soil, minerals, climate, plants and animals, and the distribution of population. A world viewpoint based upon the operation of geographic principles.

102. General Regional Geography—I (2) or II (2)

A regional geography of the world based upon climatic regions. The characteristics of each region and the industries and products as influenced by geographic factors. Acquaintance with the philosophy of geographic regions.

Prerequisite: Geography 101.

110. Introduction to Earth Science—I (3) or II (3)

The course gives the student an appreciation of the scientific aspects of the Earth Sciences and furnishes a basis for later studies in this field. Acquaintance with the earth in relation to the universe; atmospheric phenomena; land forms with water bodies; origin and use of soils, bed rock, and minerals; glacial phenomena.

111. Physical Geology—I (3)

A consideration of the processes that have brought about the present physical condition of the earth's surface, erosion, weathering, deposition. The significance of surface conditions in man's use of the earth for cultivation, construction works, drainage, location, etc. A study of oceanic and atmospheric phenomena. Special attention to the study of rocks and minerals and soil formation.

112. Historical Geology—II (3)

A consideration of the origin and structure of the earth. History of the earth as revealed by the rocks. The evolution of plant and animal life as shown by fossils. The study and use of topographic maps and geologic folios.

113. Economic Geography—I (3)

A study of the production and the distribution of the leading commodities of the world. The geographic environment as affecting industries, occupations, and commerce. Leading commercial routes as related to geographic conditions.

Prerequisite: Geography 101 or 110.

114. Geography of North America—II (3)

A consideration of the continent of North America by geographic regions. An intensive study demanding considerable library and map study. Designed to give familiarity with methods of securing geographical data, organizing, and presenting the same.

Prerequisite: Geography 101 or 110.

115. Meteorology and Climate—I (2)

A consideration of the atmosphere as part of man's physical environment. Temperature, moisture, wind, cloud, and sunshine as natural factors influencing man. The construction of the daily weather map and its use as an instrument in weather forecasting. The climatic regions of the earth and their significance to man.

116. Climates of the Continents—II (2)

A study of the climates of the continents as a basis for plant and animal life and man's development. The influence of climate upon industry and trade.

Prerequisite: Geography 115.

211. Geography of Middle America—I (2)

A regional study of Mexico, Central America, and the West Indies. Emphasis upon these portions must closely associate with the United States. A geographic interpretation of the cultural, commercial, industrial problems of the area.

Prerequisite: Geography 101 or 110.

212. Geography of Illinois—II (2)

An intensive regional study of the state of Illinois. Agricultural and industrial regions form the basis for the treatment, considerable attention to urban geography. Contiguous areas outside the state that are intimately connected with the geography of Illinois are included in the study.

Prerequisite: Geography 101 or 110.

213. Historical Geography of the United States—I (2)

A consideration of the influence of geographic factors in the discovery of North America, the settlement of the continent, and the development of the United States as a nation.

215. Geography of South America—I (3)

A study of South America by geographic regions. The leading countries of South America and their present commercial importance. Present and possible future significance of this continent.

Prerequisite: Geography 101 or 110.

216. Problems in Political Geography—II (3)

The political status of the world as affected by geography. Present day world problems in their environmental setting. Particular emphasis upon the politico-geographical problems of Europe and the possessions of European nations in other parts of the world. Problems of the Far East and of Latin America.

217. Geography of Europe—I (3)

An intensive study of Europe based upon regions and countries.

Present importance and possible future of each in the light of geographic conditions. Emphasis upon regional geography.

Prerequisite: Geography 101 or 110.

219. Conservation of Natural Resources—I (3)

Soils, minerals, forests, and water as basic factors in the development of modern civilization. A consideration of the original resources, methods of use, and rate of exhaustion. The most profitable use of the remaining resources. The seriousness of the Conservation problem in our national life.

220. Geography of Asia—II (3)

A regional geography of Asia. Chief emphasis upon China, Japan, and India. Problems of the Far East in the light of geographic conditions. Present and possible future importance of the continent in world affairs.

Prerequisite: Geography 101 or 110.

221. Field Geography of Eastern United States and Southeastern Canada—(Summer only.) (9)

Six weeks study-tour by motor bus including southern Appalachians, Atlantic Coast, New York, New England, St. Lawrence, and Great Lakes. This trip is taken contemporaneously with the Summer Session. The first week of Summer School is spent in a study-survey of the area covered by the field work. Six weeks are spent in the field and the eighth week in study upon the campus.

222. Field Geography of Western United States—(Summer only) (9)

A six weeks study-tour through southwestern United States, the Pacific Coast Region, the Canadian Rockies, the High Plains, and the Great Lakes Region. The trip runs concurrently with the Summer Session. The first week is spent on the campus making a study-survey of the regions covered in the field work. Six weeks are spent in the field and the eighth week on the campus completing the study begun in the field.

223. Methods and Materials in the Teaching of Geography—II (3)

A study of the aims and values of geography. The functional philosophy of geography in terms of pupil activity and understanding. A consideration and evaluation of the various methods of presentation. Materials and devices to aid the teacher of geography. Field work, its purposes and values.

GERMAN

Students who have had one year of high school German begin with German 112; those with two years begin with German 115; three years, German 116; and four years, German 211.

Credit is not given for German 111 unless German 112 is completed.

Students taking German as a first teaching field take as a minimum the following courses: German 111, 112, 115, 116, 211, 212, 215, 216, 221, 222, 225, 226. Total: 32 hours.

Students taking German as a second or as a third teaching field take as a minimum the following courses: German 111, 112, 115, 116 and additional courses chosen from the remaining electives in German to make a total of 24 semester hours.

111 and 112. First-Year German—I (4) and II (4)

Pronunciation, essentials of grammar, reading of easy German stories, oral and written exercises based on the material read.

115 and 116. Second-Year German—I (4) and II (4)

Class reading of modern German prose and poetry, beginning with simpler stories and progressing in the second semester to at least one work each of Lessing, Schiller, and Goethe. Grammar review; oral and written composition.

Prerequisite: German 112 or two years of high-school German.

211 and 212. Modern German Novel—I (2) and II (2)

A rapid-reading course in the novel and *Novelle* of the nineteenth and twentieth centuries from Goethe to Thomas Mann and the contemporary novelists. Offered 1937-38.

Prerequisite: German 116.

215 and 216. Modern German Drama—I (2) and II (2)

Representative works of the outstanding dramatists of the nineteenth and twentieth centuries from Kleist to Gerhart Hauptmann. Offered 1937-38.

Prerequisite: German 116.

221 and 222. Survey of German Literature—I (3) and II (3)

Class and collateral reading of representative works of the most important authors from the eighth century to the present time. The reading is so planned that it does not duplicate work done in courses in the novel and the drama. Offered 1938-39.

Prerequisite: German 116.

225 and 226. Materials for High School German—I (1) and II (1)

A survey of grammar and reading texts suitable for use in high school classes, together with information in regard to illustrative material available. Offered 1938-39.

Prerequisite: German 116.

HEALTH AND PHYSICAL EDUCATION (Men)

Students taking Health and Physical Education as a first teaching field take as a minimum the following courses: Health and Physical

Education 111, 112, 114, 116, 117, 118, 211, 212, 213, 214 and additional courses chosen from the remaining electives in Health and Physical Education to make a total of 32 semester hours.

Students taking Health and Physical Education as a second teaching field take as a minimum the following courses: Health and Physical Education *111, 112, 117, 118, 211, 212, 213, 214 and additional courses chosen from the remaining electives in Health and Physical Education to make a total of 22 semester hours.

Students taking Health and Physical Education as a third teaching field take as a minimum the following courses: Health and Physical Education *111, 112, 117, 118, 211, 212 and additional courses chosen from the remaining electives in Health and Physical Education to make a total of 18 semester hours.

101. Archery and Individual Sports—I (1) or II (1)

102. Touch Football and Games—I (1) or II (1)

103. Playground Ball and Stunts—I (1) or II (1)

104. Speedball and Handball—I (1) or II (1)

105. Tennis and Volleyball—I (1) or II (1)

106. Tumbling and Apparatus Stunts—I (1) or II (1)

107. Boxing and Wrestling—I (1) or II (1)

108. Individual Corrective Activity—I (1) or II (1)

111. Physical Education Activities—I (2)

This course deals with basic seasonal developmental activities and is a prerequisite for all coaching and physical education courses.

112. Physical Education Activities—II (2)

This course is a continuation of Physical Education Activities 111.

114. Personal and Social Adjustments—II (2)

This course aims to develop an appreciation for those traits of personality that are most essential in securing the teacher's desirable social adjustment in the community.

116. Advanced Hygiene—II (2)

This course is a study of personal and community health and the application of health principles in the prevention and control of disease.

Prerequisite: Hygiene 105.

117. Anatomy and Physiology—I (3)

This course deals with the growth structure of the human body and its physiology.

*Students taking Health and Physical Education for a second or third teaching field may substitute two years of required Recreational Sports for courses 111 and 112.

118. Anatomy and Physiology—II (3)

This is a continuation of Anatomy and Physiology 117, stressing body mechanics.

Prerequisite: Health and Physical Education 117.

131. Community Recreation—I (3)

A study of the organization and administration of playgrounds and community recreation.

132. Scouting—II (3)

This course is approved by the Training Division of the National Boy Scouts of America as a qualified course for the training of Scout-masters. It is offered for students who wish to combine scouting with their other teaching duties.

211. Growth and Development—I (3)

A study of the growth and development of the child as related to physical education.

Prerequisite: Health and Physical Education 118.

212. Principles of Physical Education—II (3)

The relationship of physical education to education in general; the guiding principles upon which the program of physical education is based. The student groups set up definite situations for which they build physical education curricula for elementary and secondary schools.

Prerequisite: Health and Physical Education 211.

213. Intramural Management—I (1)

This course is of a practical nature involving the management of intramural activities. Each student will be required to participate in the administration of the intramural program.

214. Intramural Management—II (1)

A continuation of Intramural Management 213.

219. Football—I (3)

A course dealing with the professional preparation of football coaches. The course is primarily concerned with the technical aspects of coaching and team management, interpretation of new rules and team strategy. Students from other departments may be permitted to take the course upon presentation of satisfactory playing experience in high school or as a member of the varsity squad in the University even though they do not have the required prerequisites.

Prerequisite: Health and Physical Education 111 and 112.

220. Baseball—II (3)

A course dealing with the professional preparation of coaches in baseball.

Prerequisite: Health and Physical Education 111 and 112.

221. Basketball—I (3)

This course presents the professional aspects of basketball coaching and covers the same field of preparation for basketball that 219 does for football.

Prerequisite: Health and Physical Education 111 and 112.

222. Track and Field—II (3)

A course dealing with the professional preparation of coaches in track and field.

Prerequisite: Health and Physical Education 111 and 112.

225. Physical Diagnosis and Physiotherapy—I (2)

Deals with injuries received in sports, frequency of occurrence, most prevalent injuries, field diagnosis and first aid treatment, subsequent treatment, massage and bandaging.

Prerequisite: Health and Physical Education 118.

226. Physical Examinations and Orthopedics—II (2)

A theoretical and practical course dealing with physical examinations, orthopedic defects, and corrective procedures.

Prerequisite: Health and Physical Education 118.

227. Physiology of Exercise—I (2)

A study of the physiology of muscular exercise; the effects of athletics on body function and tests of physical condition.

Prerequisite: Health and Physical Education 118.

228. Gymnasium Sanitation—I (1)

Deals specifically with methods and practices of gymnasium sanitation. It is designed primarily to familiarize the gymnasium director with modern methods and procedures.

229. The Junior High School Curriculum in Physical Education—I (2)

This course deals with the development of the program of physical education activities for the Junior High School.

230. The High School Curriculum in Physical Education—II (2)

This course deals with the development of the program of physical education activities for three and four-year High Schools.

233. Principles of Health Education—II (2)

A comprehensive study of the underlying principles of modern methods in health supervision and medical inspection in elementary and secondary schools.

Prerequisite: Health and Physical Education 116.

240. Seminar in Physical Education—II (1)

It is the purpose of this course to discuss current problems in physical education and to present papers for round table discussion.

Open only to Seniors in Physical Education.

250. Recreational Leadership—(Summer only.) (3)

A theoretical and practical course in leadership qualities essential for camp work, club work, and community work and extra-curricular activities. Does not apply in the teaching field requirement.

HEALTH AND PHYSICAL EDUCATION (Women)

Students taking Health and Physical Education as a first teaching field take as a minimum the following courses: Health and Physical Education 111, 112, 114, 116, 117, 118, 119, 120, 121, 122, 211, 212, 219, 220. Total: 34 hours.

Students taking Health and Physical Education as a second teaching field take as a minimum the following courses: Health and Physical Education *111, 112, 117, 118, 121, 122, 214, 219, 220. Total: 22 hours.

Students taking Health and Physical Education as a third teaching field take as a minimum the following courses: Health and Physical Education *111, 112, 121, 122, 214, 219, 220. Total: 16 hours.

101. Soccer and Dancing—I (1)**102. Recreational Games and Sports—II (1)****103. Sports and Games Methods—I (1)****104. Clogging and Sports—II (1)****105. Natural Dancing—I (1)****106. Advanced Natural Dancing—II (1)****108. Individual Corrective—I (1) or II (1)****111 and 112. Physical Education Activities—I (2) and II (2)**

Deals with following activities and participation in intramural sports: hockey, soccer, basketball, volleyball, baseball, tennis, archery, golf, natural dancing and folk dancing.

114. Personal and Social Adjustments—II (2)

This course aims to develop an appreciation for those traits of personality that are most essential in securing the teacher's desirable social adjustment in the community.

*Students taking Health and Physical Education for a second or third teaching field may substitute two years of required Recreational Activities for courses 111 and 112.

116. Advanced Hygiene—II (2)

This course deals with principles of safety in athletics, first aid, and the effects of exercise upon health.

Prerequisite: Hygiene 105.

117. Anatomy and Physiology—I (3)

Deals with the gross structure of the human body and its physiology.

Prerequisite: Biology 105; Health and Physical Education 116.

118. Anatomy and Physiology—II (3)

Continuation of 117, stressing body mechanics.

Prerequisite: Health and Physical Education 117.

119 and 120. Physical Education Activities—I (2) and II (2)

Development of advanced technique in the activities of 111 and 112 with practice in assisting instructor. Clog and tap dancing and camp craft are included in this course.

Prerequisite: Health and Physical Education 112.

121. Methods of Teaching Games, Sports and Recreation—I (3)

Deals with the theory and technique of teaching team sports, individual sports, and recreational activities.

Prerequisite: Health and Physical Education 112.

122. Methods of Teaching Games, Sports and Recreation—II (3)

Continuation of 121 with emphasis on planning of recreational programs.

Prerequisite: Health and Physical Education 121.

211. Growth and Development—I (3)

A study of the growth and development of the child, particularly as related to a physical education program.

Prerequisite: Health and Physical Education 118.

212. Principles of Physical Education—II (3)

The relation of physical education to education in general; the guiding principles upon which the program of physical education is based. The student groups set up definite situations for which they build physical education curricula for elementary and secondary schools.

Prerequisite: Health and Physical Education 211.

214. Games and Skills—I (2) or II (2)

Theory and practice of teaching games and skills for elementary school boys and girls. Observation of training school Physical Education program.

Prerequisite: Health and Physical Education 120 and 122.

219 and 220. Coaching and Officiating—I (2) and II (2)

Deals with teaching, coaching and officiating of sports and recreation in college classes and intramural program.

Prerequisite: Health and Physical Education 120 and 122.

221. Folk and Tap Methods—I (2)

Deals with methods of teaching folk, and tap dancing to different age groups.

Prerequisite: Health and Physical Education 120.

222. Natural Dance Methods and Festival Planning—II (2)

Deals with methods of teaching natural rhythms to different age groups; and to the planning, costuming, etc., of dance festivals.

Prerequisite: Health and Physical Education 120.

225. Physiology of Exercise and Individual Gymnastics—I (3)

Deals with study of physiological implications of muscular movement; physical reactions in relation to every-day activities interpreted in terms of muscular reactions; a study of physical defects, and their examination, correction or prevention.

Prerequisite: Health and Physical Education 118.

226. Orthopedic Therapy—II (3)

Continuation of 225—including a study of different types of therapy and their application through actual clinical practice.

Prerequisite: Health and Physical Education 225.

233. Principles of Health Education—I (3)

A review of health principles relating to the different systems of the body; study of formations of habit and attitudes relating to health; methods of introducing health education into the school curriculum.

Prerequisite: Health and Physical Education 118.

240. Problems in Physical Education—II (3)

A seminar course dealing with administrative problems and professional preparation of teachers.

Prerequisite: Health and Physical Education 212.

250. Recreational Leadership—(Summer only.) (3)

A theoretical and practical course in leadership qualities essential for camp work, club work, and community work and extra-curricular activities. Does not apply in the teaching field requirement.

HOME ECONOMICS

Students taking Home Economics as a first teaching field take as a minimum the following courses: Home Economics 111, 113, 122, 123, 124, 132, 211, 212, 231, 232, 233, 234, and 238. Total: 33 hours.

Students who wish to qualify as teachers of vocational home economics (Smith-Hughes) take in addition: Home Economics 235, 236, 244, and Art 101, Biology 111, 112, 211, Physical Science 120, 132, 252. Introduc-

tion to Art 101 and General Biological Science 111, 112 are substituted for Earth Science 110, Biology 110 and Physical Science 110 in the core curriculum.

Students taking Home Economics as a second teaching field take as a minimum the following courses: Home Economics 111, 113, 122, 132, 231, 232, 233, and additional courses chosen from the remaining electives in Home Economics to make a total of 22 semester hours.

Students taking Home Economics as a third teaching field take as a minimum the following courses: Home Economics 111, 122, 132, 231, 232, 233, and additional courses chosen from the remaining electives in Home Economics to make a total of 18 semester hours.

In view of the fact that a new five-year plan in the Vocational program of home making is under consideration, no changes are being made in the home economics curriculum at this time. Recent Federal legislation (The George-Deen Act) makes possible additional funds to supplement the original Smith-Hughes allotment. For Illinois State Normal University to secure this extra reimbursement, some slight adjustment may be necessary in the near future.

FOOD AND NUTRITION

111. Meal Planning—I (3)

This course consists of three units: food preservation, preparation of foods for breakfast, cost and service of luncheons.

113. Meal Planning—I (3)

A study of the marketing situation is made with emphasis on the responsibility of the homemaker as the consumer. Laboratory work consists of preparation of foods suitable for dinners.

Prerequisite: Home Economics 111.

TEXTILES AND CLOTHING

122. Clothing Selection and Construction—II (3)

This course includes a study of the wardrobe and its relations to the needs and means of the wearer.

The fundamentals of pattern line and interpretation are developed through the foundation pattern. Flat pattern designing is given much emphasis. At least two garments are planned and constructed.

Prerequisite: Art 101.

123. Costume Design—I (3)

This course is a study of the essentials of design as applied to dress with emphasis on the analysis of the individual, the costume and the wardrobe. Attention is given to the ability to select, adapt and appreciate good taste in dress for present use and of all periods and people. Creative work is encouraged.

Prerequisite: Home Economics 122.

124. Applied Costume Design—II (3)

This course emphasizes the significance of the completed costume. It also offers opportunity for creative work in designing garments and for the development of skill in constructing them. Some tailoring and study of children's clothing may be included.

Each student develops some particular consumer study in the field of textiles and clothing either individually or in a group.

Prerequisite: Home Economics 123.

THE HOME AND THE FAMILY

132. Home Management—II (3)

Managerial practices in the home are considered including an intensive study of the relative values in operating a home for successful family life; requires laboratory experimentation in selected phases of housekeeping.

211. Nutrition and Dietetics—I (3)

A study is made of the fundamental principles of nutrition and the dietary needs of individuals in health as modified by age, sex, and occupation. Consideration is given to the nutrition of infants and young children. Special dietary problems and methods of diet calculations are studied.

Prerequisite: Home Economics 113, Biology 211.

212. Family Health—II (2)

A study is made of the application of scientific principles of nutrition to abnormal conditions in which diet therapy is recognized as an important factor in the treatment. Corrective dietaries are planned for specific diseases.

Topics included here are the responsibility of the homemaker in conserving the health of the family, importance of preventive medicine, care of illness in the home, simple nursing procedures, and emergencies and occupational therapy. Interrelation of home and community health.

Prerequisite: Home Economics 211.

216. Food Investigations—II (3)

This course includes three units: problems in food investigation, demonstrations including foreign cookery to give students an appreciation of the influence on the American menu of the foods of various nationalities; advanced meal service for special occasions.

Prerequisite: Home Economics 113.

221. Advanced Clothing and Textiles—I (3)

This course includes draping and modeling garments of original designs, with an emphasis on the sensitivity to the possibilities of different

effects and finishing techniques. The individual is the basis for all choices.

Prerequisite: Home Economics 124.

225. Craft Processes—(Summer only) (3)

This course provides opportunity for weaving on two and four harness looms and includes plain and pattern weaving of scarfs, rugs, towels, etc. Experience is offered in basketry, block printing, dyeing and other home crafts to be determined by the interests of the members of the class. Camp cookery is an especially interesting unit.

Some attention is given to the place of crafts in occupational therapy and its commercial value; also to the crafts of early times and of other peoples.

This course is available to non-home economics students but majors may elect it.

231. Family Relationships—I (2)

This course deals with the social significance of the family, its importance in the growth and development of the child, its functions and the various problems which confront it today, the social and economic conditions affecting American family life. A sound philosophy of family life is developed.

232. Child Development—II (2)

This course includes a study of the responsibility of parenthood, the physical, mental, emotional and social development of the young child, habit formation and satisfactory treatment of common behavior problems. Observation and actual experience in dealing with children is provided in a home environment and in an institutional environment.

Prerequisite: Home Economics 231.

233. Housing the Family—I (2)

This course includes a study of the social economic and sanitary aspects of housing. Much recognition is given to the legislative development of the housing program and its significance.

234. Art in the Home—II (2)

This course emphasizes the significance of art in the home environment and its part in developing a satisfying home. A study of the exterior and interior of the house is stressed with reference to efficiency, beauty, comfort and economy. Phases prompted by the needs and interests of the students are encouraged and followed. Field trips, lectures, discussions, problems.

Prerequisite: Home Economics 233.

235. Economics of the Home—I (2)

A required course for Home Economics Majors intended to further

develop consumer judgments and responsibilities in the evaluation of the material environment of the homemaker.

Prerequisite: Home Economics 113, 124.

236. Home Administration—I (3) or II (3)

This course is planned to afford students an opportunity to make practical application of knowledge acquired in previous courses in home economics. Senior students actually live in a residence for a period of nine weeks and assume all home-making responsibilities, including managerial and social problems involved in group living.

Prerequisite: Home Economics 132, 211, 231.

238. Materials and Methods of Home Economics—II (2)

Topics included in this course are: objectives, principles, and methods involved in teaching the various phases of home economics; evaluation of courses of study; equipment, books, and illustrative material.

Prerequisites: Courses in two or more phases of Home Economics and General Method.

PROFESSIONAL

244. Vocational Home Economics—II (2)

This course includes a study of the growth and development of the home economics movement including vocational education legislation and the administration of vocational home economics in high schools. The development and management of home projects is emphasized. A home project is required the summer preceding this course.

Prerequisite: All Smith-Hughes required courses.

INDUSTRIAL ARTS

Students taking Industrial Arts as a first teaching field take as a minimum the following courses: Industrial Arts 111, 112, 121, 131, 141, 151, 261, and additional courses chosen from the remaining electives in Industrial Arts to make a total of 32 semester hours.

Students taking Industrial Arts as a second teaching field take as a minimum the following courses: Industrial Arts 111, 112, 121, 131, 261, and additional courses chosen from the remaining electives in Industrial Arts to make a total of 22 semester hours.

Students taking Industrial Arts as a third teaching field take as a minimum the following courses: Industrial Arts 111, 112, 121, 131, 261, and additional courses chosen from the remaining electives in Industrial Arts to make a total of 18 semester hours.

111. General Mechanical Drawing—I (3)

A study of the importance of drafting in the industrial process both past and present, together with a study and practice of the fundamental techniques of different types of projection and projection instruments.

The laboratory time is used in developing these techniques from a functional standpoint.

112. General Shop—II (3)

An orientation course in the elementary manipulative processes of the several activities that are characteristic of the comprehensive general industrial arts shop.

113. Mechanical Drawing—I (2)

A special drafting course involving the beginning of descriptive geometry and the specialized drafting as used in sheet metal work. Parallel line, radial and triangulation development.

Prerequisite: Industrial Arts 111.

114. Elementary Machine Drawing—II (2)

A special course in machine drafting involving use of hand books, tabular and formular information. Drafting detail and assembly drawings. A study of machine standards and conventions.

Prerequisite: Industrial Arts 113.

116. Furniture Design and Drafting—I (2)

The fundamental principles of design useful in industrial arts are studied early in the course. The essential design principles used in the various types of period furniture are presented in reports by members of the class. After the foundation of principles and historic illustrations, designs are made by students in the drafting room suitable for use in various types of shopwork.

Prerequisite: Industrial Arts 111, 121.

121. General Woodworking—I (3)

A comprehensive course in woodworking, the core of which is bench work. Other areas of woodworking are made available in laboratory form.

123. Woodworking—II (3)

A study of advanced bench-work and the fundamentals of machine woodwork, especially lathework and the machine processes involved in case-goods construction.

Prerequisite: Industrial Arts 121.

124. Wood and Metal-finishing—I (2)

A study of the finishes ordinarily used in industrial arts together with practical laboratory exercises in applying finishing materials.

126. Elementary Pattern-making—I (2)

A study of the place of pattern-making in modern industry, together with a study of the materials and fundamental processes of this

industry. The knowledge gained is used in making simple patterns in the shop laboratory.

Prerequisite: Industrial Arts 121.

127. Craft Activities for Elementary and Rural School Teachers—II (2)

This course offers opportunity for elementary and rural school teachers to obtain experience in the use of hand-craft tools, materials, and operations. Emphasis is placed on student interest projects and their relation to classroom procedure. Students construct interesting projects in line with their curriculum requirements.

131. General Metalwork—II (3)

A study of the tools, processes and materials used in the metal working industry. Units are offered in sheet metal, forging, foundry, lathe, welding, and bench metal work. Opportunity is offered to develop projects, involving basic processes in metal working industries, that are suitable for use in school shops.

141. Elementary Electrical Construction—II (3)

This course offers work in elementary electricity for unit classes in junior and senior high schools and for exploratory courses in the general shop. A brief study and review of electrical theory is followed by laboratory and shop practice in bell wiring, simple house wiring, and interesting project construction. Electrical household appliances, automotive ignition systems, and the economic importance of electricity are given attention.

151. Elementary Printing—I (3)

A general survey course dealing with several of the graphic art fields. Emphasis on letter press printing and hand composition. Platen press work.

152. Elementary Printing—II (3)

A continuation of course 151, with more advanced problems. Introduction to linotype and cylinder press.

Prerequisite: Industrial Arts 151.

211. Architectural Drawing—I (3)

A study of the problematic situations of building with special emphasis on home planning, construction, and maintenance. The laboratory time is spent in technological solutions.

Prerequisite: Industrial Arts 111.

212. Machine Drawing and Design—II (3)

Machine design follows machine drawing in close sequence. General mechanism, motion types, cams, gears, and power transmission are studied.

Small machines are designed making practical application of previous theoretical principles studied.

Prerequisite: Industrial Arts 114.

221. Farm Carpentry and Building Construction—II (2)

Construction of small buildings and the problems of general farm woodworking form the basis for this course. Small articles needed in the home and farm, the study of the tables found on the steel square, rafter cutting and roofs for small buildings are some of the projects considered.

Prerequisite: Industrial Arts 112 or 121.

222. Advanced Pattern-Making—II (2)

This course follows the procedure used in elementary pattern-making using the more difficult problems of the foundry and pattern shop. Castings of patterns are usually made in a nearby cooperating foundry.

Prerequisite: Industrial Arts 126.

223. Advanced Cabinet and Furniture Construction—I (3)

Emphasis is placed on the use of woodworking machinery. Production methods are stressed in the first part of the course. Opportunity is provided each student to build some project which he has designed. Discussions on types of joints, construction characteristics, and machine operation.

Prerequisite: Industrial Arts 123.

225. Maintenance of Shop Machinery and Equipment—I (2) or II (2)

The problems of shop up-keep are approached through sharpening various kinds of saws, grinding of knives for the jointer and surfacer, and the repair of tools and machines.

Prerequisite: Industrial Arts 223.

231. Advanced Metalwork—I (2)

A study of the sheet metal industry. Elementary hand and machine work. Development of patterns.

Prerequisite: Industrial Arts 131.

232. Auto and Tractor Mechanics—I (3)

The modern automobile is treated as a typical example of applied science. Topics of primary consideration are the economic importance of the automobile industry, driving rules, ownership and operation of cars, and their general care and maintenance. Agricultural students make a study of farm tractors, gas engines, Diesel engines and power as applied to farming operations.

241. Practical Electricity—II (2)

This is an advanced course and deals with the production, transmission and use of electrical power. Emphasis is placed on the economic

use of electricity and its place in the home and industry. Shop and laboratory work consists of repair and maintenance of household appliances, transformer building and testing, motor winding and repair. This work also includes a study of modern lighting practices and requirements.

Prerequisite: Industrial Arts 141.

251. Advanced Printing—I (2)

Production methods in printing. Development of some degree of skill in machine operation.

Prerequisite: Industrial Arts 152.

252. Advanced Printing—II (3)

Shop administration, record keeping, estimating, buying supplies, etc. Advanced printing problems.

Prerequisite: Industrial Arts 251.

261. Materials and Methods of Teaching Industrial Arts—I (3)

A study is made of the special methods that are peculiar to industrial arts teaching. Emphasis is placed upon such topics as industrial arts objectives, types of shopwork, subject matter, courses of study, instructional devices, related information, correlation and integration, testing and grading.

Prerequisite: Industrial Arts 111, 121 or 131.

262. Problems in Industrial Arts Education—II (3)

A study of the problems that often confront the teacher of industrial arts in the organization of his shop such as types of shops, equipment and supplies, tool and equipment arrangement, shop management, administration and supervision, current trends.

Prerequisite: Industrial Arts 261.

264. Preparation of Instructional Materials—II (2)

Three types of instructional materials such as formal class lessons, individual instruction sheets, and helps for the problem-solving method of teaching will be prepared by students taking this course. Tests and printed matter helpful in instruction will be studied.

Prerequisite: Industrial Arts 261.

LATIN

Students who have had less than two years of high school Latin take the required courses in the University High School; those with two years begin with Latin 111; three years, Latin 112; and four years, Latin 113.

Students taking Latin as a first teaching field take as a minimum the following courses: Latin 111, 112, 113, 114 and additional courses chosen from the remaining electives in Latin to make a total of 32 semester hours.

Students taking Latin as a second teaching field take as a minimum the following courses: Latin 111, 112, 113, 114 and additional courses chosen from the remaining electives in Latin to make a total of 24 semester hours.

Students taking Latin as a third teaching field take as a minimum the following courses: Latin 111, 112, 113, 114. Total: 16 hours.

111. Cicero—I (4)

Translation of four or five orations selected from the Catilinarians, the *Pro Imperio Pompei*, and the *Pro Archia*, with due attention to the political and historical background of each. Review of Latin inflections and syntax; some drill in writing simple Latin.

Prerequisite: Two years of high-school Latin.

112. Vergil—II (4)

A semester course in the reading of the *Aeneid*, Books I-VI. Study of the purpose, sources, merits, and fame of the *Aeneid*, and its references to other classic epics. Study of poetical syntax, figures of speech, prosody, and mythology in the *Aeneid*.

Prerequisite: Latin 111 or three years of high-school Latin.

113. Latin Prose Composition—I (4)

A thorough and systematic review of Latin inflections and syntax. Written and oral exercises in the use of Latin constructions. Some practice in writing connected discourse based on Latin authors.

Prerequisite: Latin 112 or four years of high-school Latin.

114. Livy—II (4)

Selections from books I, XXI, XXII of Livy's *History of Rome*. Study of some of the most important phases of the history of the Roman people. Livy as a historian and writer.

Prerequisite: Latin 113.

115. Sallust, DeConiuratione Catilinae—(Summer only) (3)

A translation course of comparatively easy Latin prose. The historical background of Cicero's orations against Cataline is emphasized together with a careful study of the grammatical structure of the language of this period.

Prerequisite: Three years of Latin.

211. Cicero's Essays—I (4)

Reading of Cicero's *De Senectute* and *De Amicitia*. An appreciation of these essays as literary masterpieces both in language and in thought. Discussion of the treatment of the same themes by other writers, ancient and modern. Syntax and figures peculiar to Cicero.

Prerequisite: Latin 114.

212. Plautus and Terence—II (4)

Intensive reading of at least three plays of Plautus and Terence and a recognition of the importance of these plays as examples of Roman dramatic art. Peculiarities of meter, style, and syntax are discussed. Special readings are assigned on the history of the theater, the development of the Roman drama, and the influence of Plautus and Terence on later drama.

Prerequisite: Latin 114.

215. Horace, Odes and Epodes—I (2)

Translation and the metrical reading of Latin poetry. Life in the Augustan age and Horace's philosophy of life. Offered 1937-38.

Prerequisite: Latin 114.

216. Horace, Satires and Epistles—II (2)

A continuation of course 215. Offered 1937-38.

Prerequisite: Latin 215.

217. Seneca's Tragedies—I (2)

The *Troades* and the *Medea* will be read and attention called to the influence of Seneca on later writers. Offered 1937-38.

Prerequisite: Latin 114.

218. Tacitus—II (2)

Agricola and *Germania*. An introduction to the prose of the Silver period. Offered 1937-38.

Prerequisite: Latin 114.

219. Current Trends in the Teaching of Latin—(Summer only) (3)

An analysis and evaluation of the objectives, content, and methods in the teaching of Latin, and a study of textbooks and other teaching materials of Latin.

Prerequisite: One year of college Latin.

221. Pliny's Epistles—I (2)

Prose of the Silver period. Offered 1938-39.

Prerequisite: Latin 114.

222. Martial's Epigrams—II (2)

The reading of Latin poetry and a study of social life under the emperors. Offered 1938-39.

Prerequisite: Latin 114.

225. Latin-English Etymology—I (2)

A lecture course showing the relation of the various Indo-European languages to each other, the place of Latin and English among these languages, and the history of the Latin elements in English. Some

treatment of the subject of semantics, especially as it applies to Latin words in English. Should be taken by all who make Latin a first or second teaching field. Offered 1938-39.

Prerequisite: Eight hours of college Latin.

226. Roman Private Life—II (2)

A lecture course designed to furnish background for the Latin teacher. An introduction to Roman topography is included. Like course 225, this should be taken by all who make Latin a first or second teaching field. Offered 1938-39.

Prerequisite: Eight hours of college Latin; History students, senior college standing.

231. Ovid, *Metamorphoses*—(Summer only.) (3)

A teacher's training course in the translation, scansion, and reading of Latin poetry.

Prerequisite: Five years of Latin.

MATHEMATICS

Students taking Mathematics as a first teaching field take as a minimum the following courses: Mathematics 111, 112, 115, 116, 211, 212, 215, 220, 221, 222, 231, 232. Total: 32 hours.

Students taking Mathematics as a second teaching field take as a minimum the following courses: Mathematics 111, 112, 115, 116, 215, 220, 221, 222. Total: 22 hours.

Students taking Mathematics as a third teaching field take as a minimum the following courses: Mathematics 111, 112, 115, 116, 221, 222. Total: 18 hours.

101. Arithmetic (Kindergarten-Primary)—I (2) or II (2)

This course includes a study of the number work of the first four grades, and the best methods of teaching the subject matter. Particular attention is paid to the meaning and development of the fundamental processes dealing with integers, and to the development of the meaning of a fraction. Diagnostic testing and remedial teaching as related to the problem of individual differences receive ample treatment.

102. Arithmetic (Intermediate)—I (3) or II (3)

A rapid survey is made of the number work of the first four grades. Then follows an intensive study of the subject matter of the arithmetic of the fifth and sixth grades, and the best methods of teaching it. Particular attention is paid to the broader meanings of a fraction and the uses of fractions, and to the need and uses of decimals. A study is made of the common measures and how to present them. The meaning, the uses, and the solution of the first basic problems of percentages are discussed.

103. Arithmetic (Upper Grades)—I (3) or II (3)

This course is a study of the mensuration and percentage of the seventh and eighth grades. In the work of mensuration the intuitive

geometry is emphasized. Simple truths are discovered by construction and measurement. The rules for finding the areas of surfaces and volumes of solids are developed experimentally, and the results used in the solutions of problems. The three basic problems of percentage are studied. Then follows a consideration of the applications of percentage with special attention to their economic aspects and usages in the business world.

Prerequisite: One year of high school algebra and one year of plane geometry.

104. Arithmetic (Rural)—I (3) or II (3)

This course is planned to give a professional treatment of the subject matter of the arithmetic of the first six grades with emphasis upon the best modern methods of teaching. A careful study is made of our number system, of the fundamental processes with whole numbers, fractions, and decimals, of the ordinary units of measure, of problems and their solution.

105. Advanced Algebra—I (2)

This course is for students who have had only one year of algebra in high school, and who wish to continue the study of mathematics.

106. Solid Geometry—I (2)

This course is for students who have had only one year of geometry in high school, and wish to continue the study of mathematics.

111. Algebra-Trigonometry—I (3) or II (3)

This course includes a rapid review of the quadratic equation, arithmetical and geometrical progressions, and the binomial theorem. Synthetic division, the factor-remainder theorem, and an introduction to determinants are considered. The following topics of plane trigonometry are studied: the trigonometric functions and their relations, solving the right triangle and the general triangle, trigonometric equations, logarithms and their uses.

Prerequisite: Three semesters of high school algebra or Mathematics 105; one year of plane geometry; one half year of solid geometry or Mathematics 106.

112. Analytical Geometry—I (3) or II (3)

This course considers the study of the point, line, triangle, and the circle, an introduction to the properties of the parabola, ellipse, and hyperbola, polar coordinates, the general equation of the second degree, and an introduction to complex numbers.

Prerequisite: Mathematics 111.

115. Differential Calculus—I (3) or II (3)

This course deals with the elements of the differential calculus and some of its applications. Graphs of functions, theory of limits, maximum

and minimum values of functions, and applications selected from many fields of study are considered.

Prerequisite: Mathematics 112.

116. Integral Calculus—I (3) or II (3)

This course deals with the introduction to the integral calculus and its applications, indefinite and definite integrals, area under a curve, lengths of curves, surfaces of revolution, solids of revolution, and an introduction to multiple integration.

Prerequisite: Mathematics 115.

211. College Geometry—I (2)

This course includes a study of the concepts and theorems and constructions with the modern geometry of the circle and the triangle, the quadrilateral and the quadrangle, and other related topics. Emphasis is placed on proving original exercises, construction work, generalizations, and the connections of the subject with the subject matter of high school geometry.

Prerequisite: Mathematics 116.

212. College Geometry—II (2)

This course is a continuation of Mathematics 211, with an introduction to the theory of descriptive geometry and projective geometry. Emphasis is placed on the analytical proofs of the many theorems considered. Many drawing plates are required in order that the student understand the theory involved.

Prerequisite: Mathematics 211.

215. Higher Algebra—I (2)

This course deals with the following topics: theory of equations, determinants, a study of choice and chance, solution of cubic and bi-quadratic equations, Sylvester's method of elimination, and an introduction to symmetric functions.

Prerequisite: Mathematics 112.

220. History of Mathematics—II (2)

This course includes (1) a chronological survey of the growth of mathematics dealing with the persons who have made outstanding contributions to elementary mathematics and the environment from which they came, and (2) a detailed study of the development of the special subjects of mathematics through the first steps of the calculus, with a brief survey of the mathematics since the invention of the calculus. Throughout the course attention is paid to the relation of the historical aspects of mathematics to the teaching of high school mathematics.

Prerequisite: Mathematics 116.

221. Junior High School Mathematics—I (3)

This course treats of (1) the principles underlying the selection of materials for a junior high school course, (2) a study of the subject matter

of intuitive geometry, mensuration, and percentage with attention to methods of presentation, (3) a study of the algebra and trigonometry content with a discussion of problems of teaching, and (4) general consideration of texts, tests, classroom equipment, library lists, etc. Throughout the course attention is paid to cultivating an appreciation of the contribution of mathematics to the progress of civilization.

Prerequisite: Mathematics 116.

222. Senior High School Mathematics—II (3)

This course treats of the objectives to be realized in the teaching of geometry and advanced algebra in the senior high school with a study of materials and methods. It includes a critical study of the topics necessary for a teacher's background: in geometry, postulational thinking, definitions and their uses, the meaning of a proof, indirect proof, duality, continuity, symmetry, and the proving of original exercises; in algebra, the growth of the number system, the solution of equations, graphing, the function idea, and verbal problems.

Prerequisite: Mathematics 116.

231. Advanced Calculus—I (3)

This course includes a study of the following topics: theory of continuity, Rolle's theorem, mean value theorem, indeterminate forms, curvature, radius of curvature, partial differentiation, envelopes, evolutes, infinite series, expansion of functions, geometry of space, multiple integration, and an introduction to elliptic integrals.

Prerequisite: Mathematics 116 and 215.

232. Problems in Applied Mathematics—II (3)

This course includes the solution of problems selected from many fields of study. Its main purpose is to give the student a broad understanding of the power of mathematics in order that his teaching can be made more effective with high school pupils.

Prerequisite: Mathematics 231.

240. Differential Equations—I (3) or II (3)

This course deals with an introduction to the theory and solution of linear differential equations. This course is planned for students who expect to study topics in advanced physics, or for students who expect to continue graduate work in mathematics.

Prerequisite: Mathematics 231.

MUSIC

Students taking Music as a first teaching field take as a minimum the following courses: Music 107, 111 or 112, 113, 114, 116, 122, 115 or 244, 224, 236, and additional courses chosen from the remaining electives in Music to make a total of 35 semester hours.

Students taking Music as a second teaching field take as a minimum the following courses: Music 107, 111 or 112, 113, 114, 122, and additional courses chosen from the remaining electives in Music to make a total of 21 semester hours.

Students taking Music as a third teaching field should secure the recommendation of the director of the music division. Total: 18 hours.

PARTICIPATION REQUIREMENTS

Students who choose music as a first or second teaching field are required to participate in one vocal group, one band, and one orchestra during their entire course. Those who choose music as a third field must participate in at least one organization.

CREDIT

One POINT will be recorded for a minimum of 36 hours of participation in a musical organization per semester. A special blank is provided for this purpose and is kept on file in the Appointment Bureau office in order that the superintendents may have complete information as to the scope and quality of the student's music activities. After a student has accumulated a total of 18 participation points he is entitled to one semester hour per point which will constitute a part of his regular program and may be applied toward graduation upon the recommendation of the department.

101. Music—I (2) or II (2)

Open to students in the Primary Curriculum. Rote singing as a basis for the study of tonal and rhythmic elements of music; notation; note reading of much simple song material; creative work; the singing voice; practice in the use of a pitch-pipe; and acquaintance with the piano key-board.

102. Music—I (2) or II (2)

Open to students in the Primary Curriculum. A study of the child voice, its development and care, and of various types of music activities suitable for elementary grades; examination of materials; courses of study for primary grades; the place of music in the integrated program; opportunity for observation in the training school.

Prerequisite: Music 101.

103. Music—I (2) or II (2)

Open to students in the Intermediate, Upper Grades, and Rural Curricula. A study of the basic principles and techniques of teaching music in the intermediate and upper grades, and rural schools (separate sections for each of these divisions), instructional planning, and evaluation of basic texts and other forms of music curriculum materials.

107. Music Appreciation—I (1) or II (1)

This course by giving the student opportunity to hear and perform many pieces of good music, purposes to enrich his experience, increase his

enjoyment in music, and make him aware of the association of music with literature and art.

111. Sight Singing and Ear Training—I (3)

This is a beginning course in sight singing open to students who have not had the theory and practice of *so-fa* singing in the elementary or high school. The course deals primarily with a review of rudiments, singing by syllable, ear training, and dictation.

Prerequisite: Ability to sing simple melodies by rote and a knowledge of the rudiments of music.

112. Sight Singing and Ear Training—I (3)

This is an advanced course in sight singing and ear training open to students who have had the theory and practice in *so-fa* singing in the elementary or high school. The purpose of the course is further development of skill in sight singing, recognizing intervals, and writing melodies and chords from dictation.

Prerequisite: Ample preliminary training in sight singing.

113. Conducting (Vocal)—II (3)

A study of the fundamental principles of baton technique, routine of organization and rehearsal of music groups, criteria for the selection of vocal materials, and program building. Practical work in conducting.

Prerequisite: Ability to sing simple melodies and a knowledge of the rudiments of music.

114. Methods of Group Instruction (String)—II (3)

Practical instruction in playing, and methods of teaching the string instruments of the orchestra.

115. History of Music—I (2) or II (2)

A study of the development of music from the beginning of history and including the time of Beethoven. Nationalities, schools, and composers are studied; the relation of music to the history of civilization shown, and abundant musical illustrations presented.

116. Harmony—I (2) or II (2)

A study, through ear, eye and keyboard of the major and minor scales in all keys; intervals, triads, and their inversions; simple chord progressions; the dominant seventh and its inversions in the major and minor modes. Written work.

Prerequisite: Music 111 or 112.

121. Methods of Group Instruction (Advanced String)—I (3)

This is a continuation of the elementary course in methods of Group Instruction (String).

Prerequisite: Music 114.

122. Methods of Group Instruction (Piano)—II (3)

Practical instruction in playing, and methods of teaching class piano.

125. Methods of Group Instruction (Woodwind)—I (3)

Practical instruction in playing, and methods of teaching the woodwind instruments of the band and orchestra.

131. Methods of Group Instruction (Voice)—I (2) or II (2)

Practical instruction in singing and methods of teaching voice classes in high school.

Prerequisite: Ability to sing simple melodies and a knowledge of the rudiments of music.

211. Harmony—I (3)

This is a continuation of Course 116. A study, through the ear, eye and keyboard of the secondary triads and seventh chords; modulation and key transitions. Written work.

Prerequisite: Music 116.

223. Methods of Group Instruction (Advanced Woodwinds)—I (2)

This is a continuation of the elementary course in Methods of Group Instruction (Woodwinds).

Prerequisite: Music 125.

224. Music Education—I (3)

A study of the basic principles and techniques of teaching music in the lower grades, instructional planning, and evaluation of basic texts and other forms of music curriculum materials. This course emphasizes observation and discussion of activities in the music classes in the lower grades in the training school.

232. Methods of Group Instruction (Brass)—II (3)

Practical instruction in playing, and methods of teaching the brass instruments of the band and orchestra.

234. Methods of Group Instruction (Percussion)—II (2)

Practical instruction in playing, and methods of teaching the percussion instruments of the band and orchestra.

235. Music Education—II (3)

A study of the basic principles and techniques of teaching music in the intermediate and upper grades, instructional planning, and criteria for the selection of music materials. This course emphasizes observation and discussion of activities in the music classes in the intermediate and upper grades in the training school.

236. Advanced Conducting (Instrumental)—I (3)

A continuation of the study of baton technique, score reading, organization and rehearsal routine, criteria for selection of instrumental

material suitable to the ability of different groups, and program building. Observation and discussion of the activities in the instrumental groups in the training school; practical work in conducting instrumental groups.

244. History of Music—II (2)

This course begins with the Romanticists and includes a detailed study of twentieth century music.

251. Literature of Music—I (2)

The purpose of the course is to acquaint the student with an abundance of music literature from the general or cultural point of view. Chamber music and the smaller forms of instrumental and vocal music will be stressed with reference to style, schools, and general trends.

252. Literature of Music—II (2)

The purpose of this course is to give opportunity for the study of the larger forms of music with special emphasis on the symphony, oratorio, and opera.

253. Chamber Music—I (1) or II (1)

A study of chamber music for all combinations, and practical experience in performance.

255. Vocal Ensemble—I (1) or II (1)

A study of vocal materials, and practical experience in performance.

COURSES FOR MUSIC TEACHERS OFFERED AT NATIONAL MUSIC CAMP

Interlochen, Michigan

104. Grade School Vocal Methods—(Summer only) (1)

Kindergarten through sixth grade. Teaching methods, literature, voice training suitable for children in these grades.

(This course can be substituted for the required course in the Primary and Intermediate Grade Curricula.)

113. High School Vocal Music Teaching—(Summer only) (3)

Teaching methods for junior and senior high schools; voice testing and training; choir training; literature; baton technique and practical work in conducting. A practical course covering all branches of vocal music teaching in the junior and senior high schools.

(1 Hour preparation.) (Accepted toward graduation in place of Conducting-Vocal 113.)

114. Methods of Group Instruction (String) (Summer only) (1)

A course in the teaching of stringed instruments (violin, viola, cello, bass) in which the members of the class study the technique of the instru-

ments as well as teaching methods, including practice teaching. Instruments are furnished by the Camp.

118. Wind Instrument Methods—(Summer only) (1)

A course in the teaching of wind instruments (flute, piccolo, oboe, clarinet, saxophone, bassoon, horn, trumpet, cornet, trombone, baritone, tuba, mellophone) in which the members of the class study the technique of the instruments as well as teaching methods, including practice teaching. Instruments furnished by the Camp.

123. Harp Class. Ensembles—(Summer only) (1)

Applied music practice. One hour daily.

214. Band Arranging—(Summer only) (2)

A practical course in scoring orchestral and piano pieces for band units of various instrumental combinations and in re-scoring published arrangements to accommodate bands of varying instrumentation. Scores completed in this class will be performed by camp organizations during the season under the direction of the persons scoring the works.

215. Orchestration—(Summer only) (2)

A practical course in scoring piano pieces for orchestras of varying instrumentation, involving tonal balance, color or timbre, and technical problems.

(Performances: Scores completed in this class will be performed by camp organizations during the season, under the direction of the persons scoring the works.)

216. Marching Band Tactics—(Summer only) (1)

A course in field tactics common to school and college bands, including actual practice in training marching units, baton technique (including twirling) and platting formations. A practical course for band directors.

217. Opera Production—(Summer only) (1)

A practical course including literature, staging, make-up, scenery planning, costuming, dramatic training and everything that goes into the production of opera. Production of excerpts from several operas in costume by members of the class, also participation in the production of opera by high school student campers.

234. Methods of Group Instruction (Percussion)—(Summer only) (1)

A course in the technique of all instruments of the percussion family (drums, timpani, cymbals, castinets, tambourine, gong, bells, chimes, xylophone, marimba, etc.) in which the members of the class master the common techniques sufficiently to guide them in instructing their pupils in the proper ways to produce desired percussion effects.

236. High School Instrumental Music Teaching—(Summer only) (3)

This course includes teaching methods, conducting, literature, organization, performance practice and practice teaching of orchestra and band. A practical course covering all branches of instrumental music teaching in the junior and senior high school, inclusive of reading and studying band and orchestra materials of all grade levels. (1 hour preparation.) (This course may be substituted for Advanced Conducting 236.)

Prerequisite: Music 113.

253. Chamber Music Materials—(Summer only) (1)

A course in the literature for chamber music groups of all types, including performance by qualified performers, analysis of new and old works, classification as to instrumentation and difficulty.

PHYSICAL SCIENCE

Students taking Physical Science as a first teaching field take as a minimum the following courses: Physical Science 110, 120, 150 and (253, 255) or (256, 258) and (201, 203) or (207, 209) and 228 or 275 and additional courses chosen from the remaining electives in Physical Science to make a total of 35 semester hours.

Students taking Physical Science as a second teaching field take as a minimum the following courses: Physical Science 110, 120, 150 and (253, 255) or (256, 258) and (201, 203) or (207, 209) and 228 or 275. Total: 21 hours.

Students taking Physical Science as a third teaching field take as a minimum the following courses: Physical Science 110, 120, 150 and (253, 255) or (256, 258) and (201, 203) or (207, 209). Total: 19 hours.

110. Introduction to Physical Science—I (3) or II (3)

This is one of a series of three courses in natural science required of all freshmen. In this one, based upon a study of matter and energy, an attempt is made to give a structural picture of the basic components of the universe. It is a non-laboratory course in which extensive use is made of lecture demonstrations.

120. General Chemistry—I (3) or II (3)

A study of the non-metals and the fundamental principles of chemical science. Two periods of recitations and one double period of laboratory work per week. The course is intended for science majors and others needing systematic training in chemistry.

Prerequisite: Physical Science 110, except Home Economics students.

132. Household Chemistry—II (3)

A study of the chemical problems of the household including fuels, water, cleaners and elementary organic chemistry embracing hydrocar-

bons, alcohols, fats, carbohydrates and proteins. Two recitations and one double laboratory period per week.

Prerequisite: Physical Science 120.

150. General Physics—I (3) or II (3)

A course in elementary mechanics of solids, liquids and gases. Two recitations and one double laboratory period per week. The work is intended for science majors and others needing systematic training in physics.

Prerequisite: Physical Science 110.

201. Qualitative Analysis Lectures—I (3)

A continuation of course 120 and embracing a study of the metals and the separations and identification of anions and cations. Three recitations per week.

Prerequisite: Physical Science 120 and 150.

203. Qualitative Analysis Laboratory—I (2)

Laboratory practice on reactions of the metals and their separation and identification to accompany course 201. Qualitative analyses of mixtures of compounds and of alloys are made. Two double laboratory periods per week.

Prerequisite: Physical Science 120 and 150, with 201 preceding or accompanying this course.

204. Quantitative Analysis Lectures—II (2)

This course deals with the fundamental principles of the quantitative estimation of metal and non-metal components of mixtures and compounds. Numerous problems based on chemical reactions are studied. Two recitations per week.

Prerequisite: Physical Science 201 and 203.

206. Quantitative Analysis Laboratory—II (3)

Practice in fundamental processes of gravimetric and volumetric analysis.

Prerequisite: Physical Science 201 and 203, with 204 preceding or accompanying this course.

207. Elementary Organic Chemistry Lectures—I (3)

The first of a series embracing the chemistry of the carbon compounds. Hydrocarbons, alcohols, isomerism, aldehydes, ketones, acids and esters are studied. Three recitations per week.

Prerequisite: Physical Science 120 and 150.

209. Elementary Organic Chemistry Laboratory—I (2)

Laboratory practice on the preparation and reactions of compounds

mentioned in preceding course. Two double periods of laboratory work per week.

Prerequisite: Physical Science 120, 150 and course 207 to precede or accompany.

212. Organic Chemistry Lectures—II (3)

A continuation of courses 207 and 209 embracing the study of ethers, amines, amides, amino acids, hydroxy acids and aromatic compounds. Three recitations per week.

Prerequisite: Physical Science 207 and 209.

214. Organic Chemistry Laboratory—II (2)

Laboratory practice on the preparations and reactions of compounds mentioned in course 212. Two double laboratory periods per week.

Prerequisite: Physical Science 207, 209 and with 212 preceding or accompanying.

215. Elementary Physiological Chemistry—I (2)

A study of the fundamental principles of the chemistry and functioning of the animal body embracing study of carbohydrates, and fats. One recitation and one double laboratory period per week.

Prerequisite: Physical Science 132 or 207.

216. Elementary Physiological Chemistry—II (2)

A continuation of course 215 embracing the study of amino acids, proteins, digestion, enzyme action, absorption, blood, lymph and metabolism. One recitation and one double laboratory period per week.

Prerequisite: Physical Science course 215.

221. Physical Chemistry Lectures—(Summer only) (3)

The first of a series of courses in theoretical chemistry. It deals with the properties of gases, liquids, solids, solutions, elementary thermodynamics and colloids. Three recitations per week.

Prerequisite: Physical Science 204, 206.

223. Physical Chemistry Laboratory—(Summer only) (3)

Laboratory practice to accompany preceding course. Two double laboratory periods per week.

Prerequisite: Physical Science 204, 206 and course 221 accompanying.

224. Physical Chemistry Lectures—(Summer only) (3)

A continuation of courses 221 and 223, embracing equilibrium, chemical kinetics, electrical conductance, electrolytic, equilibrium, hydrolysis, polarization, photochemistry, radioactivity, atomic structure and quantum theory. Three recitations per week.

Prerequisite: Physical Science 221, 223.

226. Physical Chemistry Laboratory—(Summer only) (3)

Laboratory practice to accompany preceding course. Two double laboratory periods per week.

Prerequisite: Physical Science 221, 223 and course 224 accompanying.

228. Materials and Methods in Chemistry—II (2)

The course includes a consideration of the modern scientific viewpoint, the aims of high school chemistry instruction, the principles and methods of teaching science, educational psychology applied to science teaching, the selection and organization of subject matter, examinations and new type tests, selection of texts, equipment and supplies, classroom and laboratory instruction and management, and current problems in chemical education. Extensive use is made of the Journal of Chemical Education.

Prerequisite: Physical Science 120, 150 and two of the following: 201, 204, 207, 212.

252. Household Physics—II (3)

A course in applied physics of the home for Home Economics majors. Heat, electricity, and light receive the major emphasis in the course. Quantitative laboratory work is a valuable part of the course. Two recitations and one double laboratory period per week.

253. Mechanics, Sound, and Heat Lectures—I (3) or II (3)

This course will include rotary motion, angular velocity, wave motion, sound and its transmission, temperature measurements, expansion, specific heat, and related topics. Three recitations per week.

Prerequisite: Physical Science 150, Mathematics 111.

255. Mechanics, Sound, and Heat Laboratory—I (2) or II (2)

Laboratory practice, quantitative in nature, on topics mentioned in course 253. Two double periods per week.

Prerequisite: Physical Science 150, Mathematics 111 and Physical Science 253 preceding or accompanying.

256. Electricity and Light Lectures—I (3) or II (3)

A study of the theories and laws of magnetism, electricity and light including power transmission by high voltage electricity. It is recommended that course 258 accompany this one. Three recitations per week.

Prerequisite: Physical Science 150 and Mathematics 111, 112.

258. Electricity and Light Laboratory—I (2) or II (2)

Laboratory practice in the use of electrical and light apparatus based upon the topics mentioned in 256. Two double laboratory periods per week.

Prerequisite: as for 256 with that course preceding or accompanying.

261. Advanced Electricity Lectures—I (3)

Including circuits, electrostatic fields, potential, motors and generators, capacitance, inductance, transmission and distribution of power and thermionic tubes. Three recitations per week.

Prerequisite: Physical Science 256, 258 and Mathematics 111.

263. Advanced Electricity Laboratory—I (2)

Laboratory practice on the topics studied in course 261. Two double laboratory periods per week.

Prerequisite: same as for course 261.

264. Modern Physics—II (3)

Including recent developments in physics with emphasis on atomic structure, conduction of electricity through gases, molecular mass and motion, electron charge, mass radiation, spectra, photoelectric phenomena, and quantum theory. Three recitations per week.

Prerequisite: Eight hours each of physics and chemistry and Mathematics 115.

265. Advanced Mechanics and Thermodynamics Lectures—I (3)

Including trajectory, accelerated motion, angular motion, moment of inertia, simple harmonic motion, radiation, kinetic theory, gas equations, Carnot cycle, entropy, and Kelvin scale of temperature. Three recitations per week.

Prerequisite: Physical Science 253 and Mathematics 115.

267. Advanced Mechanics and Thermodynamics Laboratory—I (2)

Laboratory exercises based on topics listed in course 265. Two double laboratory periods per week.

Prerequisite: as for 265 with that course preceding or accompanying.

272. Wave Motion and Physical Optics Lectures—II (3)

A study of wave motion as applied to sound and light including the following: Doppler's and Huygen's principles, lens study, dispersion, interference, wave lengths, and electromagnetic theory. Three recitations per week.

Prerequisite: Physical Science 253 and Mathematics 115.

274. Wave Motion and Physical Optics Laboratory—II (2)

Laboratory work involving the use of the spectrometer and other apparatus for the study of topics treated in course 272. Two double periods per week.

Prerequisite: as for 272 with that course preceding or accompanying.

275. Materials and Methods in Physics—I (2)

This course endeavors to present the purpose of a beginning course in physics and the proper methods of presenting the subject matter to

high-school pupils. Numerous textbooks and current educational literature pertaining to the subject are used for reference reading. Numerous recently published textbooks are analyzed and evaluated. The purpose and method of conducting laboratory experiments; the selection of experiments and apparatus; and suggestions for properly equipping a physics laboratory are given.

Prerequisite: Physical Science 120, 150.

277. Recent Developments in Science and Science Teaching—(Summer only) (3)

A course intended for the science teacher who desires to keep abreast of late scientific discoveries. It includes a study of the effects of such discoveries on current thought and life, and the methods of interpreting them to high school students. The history of science instruction is studied and present trends investigated. The place of the science teacher as an interpreter and exponent of science in his community is considered.

279. Municipal and Industrial Science—(Summer only) (3)

A course dealing with the technique of the school excursion as an extra-curricular activity and with the scientific aspects of community and industrial life as expressed in public health and safety movements together with a study of typical central Illinois industries. Municipal studies will include sanitation, water and sewage treatment, crime detection, and air conditioning. Industries include ceramic, sulfuric acid, zinc smelting, corn products, soy bean milling, dairy, power production and fuel gases, refrigeration and domestic engineering.

Excursions are made to industries within a radius of 75 miles of Normal. It is expected that members of the class will have enough cars to transport all, who share the expenses equally. One or two lectures a week with late afternoon and Saturday forenoon excursions.

It is expected that the course will (a) instruct members of the class on the excursion method of conducting instruction outside the classroom, and (b) give its members such a background of applied science as will enrich their classroom teaching.

PSYCHOLOGY AND PHILOSOPHY

111. General Psychology—I (3) or II (3)

An introductory course designed to give a scientific foundation for the interpretation of human behavior. Heredity and environment. Mental development. Nervous structures and functions. Emotional adjustment, normal and abnormal. Theories of learning. The general principles of learning and retention. Conditions of effective work. Development, measurement, and theory of personality. Schools of psychology.

115. Educational Psychology—I (3) or II (3)

The aim of the course is to develop judgment and skill in the application of the principles of psychology to the guidance of mental growth in children and adolescents, primarily through the agencies of the school. While the course is organized from within the field of educational psychology, the point of departure in the case of many of the topics will be observation in the training schools.

Prerequisite: Psychology 111.

211. Psychology of Modern Business—I (2)

A course designed to put students of Commerce and Industrial Arts in contact with the methods and results of the psychology of merchandising, advertising, salesmanship, and employment. An evaluation of current popular methods of judging personality and a comparison of these with the experimental and objective test methods of psychology. Open to students in other curricula.

Prerequisite: Psychology 115.

212. Social Psychology—II (2)

(1) Nature and methods of work of unorganized social groups: the crowd, the neighborhood, etc. Formation of public opinion. (2) Nature and methods of work of organized groups: associations, corporations, the school, etc. (3) The principles of social behavior as a basis for understanding and predicting behavior.

Prerequisite: Psychology 115.

221. Child Psychology—I (2)

A study of the psychological processes of childhood during the period from infancy to adolescence, with special emphasis on the pre-school, kindergarten and primary periods. The physical, mental, moral, and social growth and development of childhood will be studied.

Observation lessons, lectures, reports, and class discussions.

Prerequisite: Psychology 115.

222. Psychology of Adolescence—II (2)

A survey of mental development from puberty to maturity, including social, emotional, moral, and intellectual growth as influenced by hereditary and environmental forces. This course and Psychology 221 are complementary, the former approaching the problem of the education of the adolescent from the human, and the latter from the subject-matter aspect; the former emphasizes the interests and ideals of youth, the latter, the means and methods afforded by the school and the community for realizing them.

Prerequisite: Psychology 115.

225. Psychology of Music and the Other Fine Arts—(Summer only) (3)

This course is designed to acquaint the student with the contributions of psychology to the study of music and the other fine arts. It will in-

clude an analysis of the factors and principles that constitute artistic capacity and ability and the extent to which these may be determined, through psychological analysis and measurement. While this course is of specific interest to students of music, art and household arts, it is open to any students interested in gaining a better conception of the educational significance of the fine arts.

Prerequisite: Psychology 111.

231. Psychology of the Secondary School Subjects—I (3)

This course is for teachers of junior and senior high schools. The following topics are treated: the psychology of learning and teaching English, foreign languages, social science, physical science, mathematics, and motor skills; the psychology of training in social cooperation, and of aesthetic appreciation. Psychology 213 is recommended as a desirable prerequisite.

Prerequisite: Psychology 115, Education 221.

232. Psychology of the Elementary School—II (3)

A study of mental development in relation to the curriculum. An analysis of the psychological principles concerned in teaching elementary school subjects, with the aim of developing or helping to develop a critical evaluation and an intelligent appreciation of effective teaching methods.

Prerequisite: Psychology 115, Education 208.

234. Mental Hygiene—II (3)

Study of the points of view and methods of clinical psychology with special reference to diagnosis of behavior problems. Clinical demonstrations provided.

Prerequisite: Psychology 115, Education 221 or 208.

235. Experimental Educational Psychology—I (3)

After a preliminary study of methods of research in this field, problems related to learning, teaching, or testing will be selected and worked out experimentally either in the laboratory or in the training schools according to the nature of the problem chosen by the student. Class limited to fifteen. Students are urged to consult the instructor before enrolling. Those doing student teaching are favorably situated for combining teaching with this course.

Prerequisite: Education 221 or 208, Psychology 115.

237. Psychological Measurement and Educational Diagnosis—(Summer only) (3)

A course in testing: (1) to measure objectively the pupil's capacity and the results of instruction both through standardized and informal tests and scales; (2) to develop the technique for constructing informal

class-room tests; (3) to evaluate the results of testing through an educational diagnosis of pupil's capacity and achievements.

Prerequisite: Psychology 111.

241. Modern Viewpoints in Psychology—I (2)

A study of contemporary schools and movements of psychology, Dynamic Psychology, Behaviorism, Purposivism, Gestaltism, Freudianism, in their historical setting. Influence of these views on psychology and education.

Prerequisite: Psychology 115.

242. Advanced Tests and Statistics—II (2)

A critical evaluation of measurement, educational diagnosis, and remedial teaching in the student's selected teaching field. A study of test construction including practice in the interpretation and use of statistical methods in education.

Observation lessons, laboratory work, reports, and class discussions.

Prerequisite: Psychology 115, and Education 221 or 208.

251. Introduction to Philosophy—I (3)

A brief treatment of the historical development of philosophy, as well as a brief survey of the more important modern problems, aims, and methods.

Prerequisite: Senior standing.

SOCIAL SCIENCE

Students taking Social Science as a first teaching field take as a minimum the following courses: Social Science 111, 112, 113, 114, and additional courses chosen from the remaining electives in Social Science to make a total of 40 semester hours.

Students taking Social Science as a second teaching field take as a minimum the following courses: Social Science 111, 112, 113, 114, and additional courses chosen from the remaining electives in Social Science to make a total of 20 semester hours.

Students taking Social Science as a third teaching field take as a minimum the following courses: Social Science 111, 112, 113, 114, and additional courses chosen from the remaining electives in Social Science to make a total of 18 semester hours.

111. Contemporary Civilization—I (3)

This course studies contemporary society and its problems from the viewpoint of integrated social science, the economic changes of the last century and a half, their impact upon society and the governmental attempts at control of the processes.

112. Contemporary Civilization—II (3)

This is a continuation of Course 111. Problems of contemporary life are examined. The approach throughout is designed to show the social, economic, and political relationships of modern life.

113. History of Civilization and Culture—I (3)

The story of primitive man, the ancient cultures of the Middle and Far East, the civilizations of Greece, Rome, and the Middle Ages are studied with constant attention to the evolution of those institutions, arts, and processes whereby man has served his needs and expressed himself.

114. History of Civilization and Culture—II (3)

This course continues the conception set up in the previous course. It emphasizes the transition to the Modern World, the rise of the state system, and attempts to estimate the nature and development of modern civilization; the economic, democratic, and nationalistic tendencies, and the new social needs.

115. History of the United States—I (3)

A survey course covering the colonial and the early national periods to 1850. Emphasis is placed upon the economic development of the colonies, the struggle for Independence, and the social and cultural development of European stock in this country. Attention is devoted to the formation of a National government, territorial expansion, westward movement, and political controversies.

116. History of the United States—II (3)

A continuation of Course 115. Attention is drawn to the sectional conflicts leading to the Civil War, to the agrarian and the industrial revolutions, and to territorial acquisitions abroad. Emphasis is placed upon the contemporary problems of American life.

121. Principles of Economics—II (3)

This is a course dealing intensively with economic thought and current economic theory. Special emphasis is laid upon the theory of value and upon the theory of distribution.

151. Political Institutions and Practices of Illinois—I (2)

The growing needs of Illinois citizens are considered as the determining factors in the evolution, expansion, and activity of the State's governmental institutions. The purpose of the course is to prepare teachers to interpret Illinois political institutions and practices to junior and senior high school pupils.

152. Materials and Methods in Upper Grade History—(Summer only) (3)

The content of the upper grade history curriculum is considered and special attention is given to methods and materials in accord with recent trends in the teaching of social sciences.

161. Social and Economic Organization and Problems—I (3) or II (3)

This course deals with neighborhood and community types; the home, the church, the school, national and local rural organizations, economic adjustments, standards of living, land policies, adult education, leadership, cooperation and community progress. It furnishes a scientific background for active participation in desirable social adaptation.

211. Modern Economic Society—I (3)

This course is a broad survey of some of the chief characteristics of our contemporary economic system, specialization, mechanization, marketing, and corporations. Considerable time is devoted to the study of business instability, the national and international phases of business cycles.

Prerequisite: 12 semester hours of Social Science.

213. Money and Banking—I (2)

The first part of the semester is devoted to the present money system of the United States and its development including such topics as inflation, index numbers, and managed currency; the second part of the course is a study of banks and banking from the point of view of society.

Prerequisite: 12 semester hours of Social Science.

214. Labor Economics and Labor Problems—II (2)

This is a study of the worker and his problems with emphasis on the economic principles and issues involved. Special attention is given to unemployment, wages, hours, compensation, the rise of labor unions, collective bargaining, strikes, and various legal and social questions which concern labor.

Prerequisite: 12 semester hours of Social Science.

215. Public Finance—I (2)

A study of governmental expenditures and taxes, surveying rapidly the tax systems of the Federal government, and the various states, with special emphasis on Illinois.

Prerequisite: 12 semester hours of Social Science.

216. American Industrial History—II (3)

The industrialization of America, the problems connected with agriculture, the rise of monopoly, and the trend away from laissez-faire; special emphasis is placed upon the role that government has assumed in ending, regulating and guiding economic activity.

Prerequisite: 12 semester hours of Social Science.

221. Greek History—I (2)

Greek life from its primitive beginnings to the year 30 B. C., with attention to the political, social, economic, artistic, and intellectual developments.

Prerequisite: 12 semester hours of Social Science.

222. Roman History—II (2)

From the beginning of civilization in Italy to 565 A. D. Phases of Roman life and thought are studied with special reference to contributions in government and law.

Prerequisite: 12 semester hours of Social Science.

223. Medieval History—I (2)

Chronologically this course continues from the one in Roman History to 1500. Such subjects as the Church, feudalism, the towns, and the medieval background of modern nationalities are considered.

Prerequisite: 12 semester hours of Social Science.

225. Renaissance and Reformation, Europe 1400-1648—I (2)

This course takes up these two great movements in some detail with emphasis on their continued effects on civilization.

Prerequisite: 12 semester hours of Social Science.

226. Dynastic Rivalries, Europe 1648-1789—II (2)

This course traces the predominance of France in the Age of Louis XIV, the rise of Russia and Prussia, and the great world struggles for colonial possessions.

Prerequisite: 12 semester hours of Social Science.

227. Revolutionary Europe, 1789-1850—I (2)

This course deals with the French Revolution, the Revolution of 1830 and that of 1848. It shows the rise of nationalism and democracy in Western Europe.

Prerequisite: 12 semester hours of Social Science.

228. Nationalism and Imperialism, Europe 1850-1918—II (2)

This course deals with the forces that lead to the World War. Nationalism, militarism, economic imperialism, systems of alliances, the Balkan problem and the great international crises are major topics.

Prerequisite: 12 semester hours of Social Science.

229. Europe since the World War—I (2)

This course begins with the treaties which closed the World War. Some units considered are: Bolshevik Russia, Fascist Italy and Germany, Unrest in Africa and Asia, Agencies for Peace, War debts and reparations, Danger Spots of Today.

Prerequisite: 12 semester hours of Social Science.

231. Colonial Life and Institutions—I (3)

This course takes up the transfer of European ideas, institutions and customs to America, and traces their subsequent development on American soil.

Prerequisite: Social Science 115.

232. History of American Frontier—II (3)

This course traces the westward movement and the influence of the frontier on American life and institutions.

Prerequisite: Social Science 115.

233. Expansion and Conflict—I (3)

This course is a study of life, leaders and institutions in the middle period of American History. Emphasis is placed upon sectionalism, nationalism, compromise and reaction, party evolution, economic development and social antagonisms which culminate in the Civil War.

Prerequisite: Social Science 115.

234. Recent American History—II (3)

An intensive study of the history of this country since the Civil War, stressing such topics as: the industrial development; the rise of the Far West; economic and commercial imperialism; social and economic movements of the twentieth century; the World War and the reaction therefrom.

Prerequisite: Social Science 116.

235. History of the South—(Summer only) (3)

This course is a general survey of the states which formed the Confederacy. Attention is given to those physical characteristics, economic and social institutions which served to identify the South as a distinct section. Inquiry is made into those economic and political conditions which disrupted the Confederacy, and later into the factors that have contributed to the building of the new South.

240. High School History Methods and Materials—II (2)

The nature of history, its place in the high school curriculum, the aims, methods of study, and various forms of recitation are studied. Some organization of subject matter for teaching purposes, a wide collateral reading in method, and the examination of a variety of materials suitable for use in the secondary school history class necessitate the keeping of a notebook. In addition each student starts a collection of illustrative materials for his prospective teaching.

241. Early English History—I (2)

From the invasions to 1689 the social, economic, and intellectual forces are considered while tracing the development of English common law and the nature and importance of the great statutes.

Prerequisite: 12 semester hours of Social Science.

242. Later English History—II (2)

From 1689 to the present. Particular attention is devoted to such subjects as the cabinet system, the industrial revolution, the extension of the franchise, remedial legislation, and imperial development.

Prerequisite: 12 semester hours of Social Science.

243. History of the Far East—I (3)

A study of the peoples and problems of the Orient with reference to their internal development and the part they play in world politics. This course, taught in 1936-37, alternates with History of the Latin American Republics.

Prerequisite: 12 semester hours of Social Science.

245. History of the Latin American Republics—I (3)

A study of Iberian background and the colonial establishments of Spain and Portugal in America, with special emphasis on the national development and the institutions of Mexico, Central and South America. This course, taught in 1935-36, alternates with History of the Far East.

Prerequisite: 12 semester hours of Social Science.

251. American Government—I (3)

This course is designed to meet the needs of teachers of civics and citizenship. The emphasis is placed on the services rendered by government. A critical study is made of the processes employed in giving protection to life, liberty, and property, and to the institutions developed to promote the general welfare. The mastery of our governmental structure is incidental to the study of our political activities.

252. Municipal Problems and Administration—II (3)

This course includes a study of the rapid growth of cities in the United States, with the resulting rapid increase of economic, social, and political problems. The nature of municipal government and its various forms as distinguished from state and national government is emphasized. The major attention is centered on the study of public safety, public welfare, public works, utilities, finance, and city planning.

253. Political Parties—I (2)

The history of political parties, the development of party machinery, party practices and functions are discussed in this course. The breakdown during recent years of strict party alignments with the changes resulting therefrom receives much attention. This course demands a considerable amount of library time from the student.

254. International Relations—II (3)

This course is a study of the modern "State System," its form, forces, and prospects for the future. The problems of nationalism, internationalism, and imperialism are studied; also the politics of peace, settlement of international disputes, and the growth of international machinery.

Prerequisite: 12 semester hours of Social Science.

256. The Constitution of the United States—II (3)

Beginning with the Constitutional Convention of 1787 and ending with the most recent decisions of the Supreme Court, this course deals

with the most significant constitutional principles and problems. Emphasis is laid upon the cases involving the police power, the commerce power, taxation, due process of law, the elastic clauses of the Constitution, and the whole system of checks and balances.

261. The Community—I (2)

The course emphasizes the structure, the functioning, and the changes which take place in the community—both rural and urban. Leadership in the community, the organization of the community, and the relation of the community to other institutions are emphasized.

262. The Family—II (2)

The family in its institutional and historical setting is examined, together with the changes which have been exerted on the modern family because of the impact of mechanization and urbanization. Furthermore, a consideration is made of the needs of contemporary citizens with a view to establishing wholesome family life.

263. Social Pathology—I (2)

In this course attention is given to crime and delinquency, to problems of personal maladjustment, to the influences of community disorganization, and to other problems arising from the impact of mechanization.

264. Minority Peoples—II (2)

Attention is given to population and immigration, to race relations and to the problems arising from the fusion of cultures.

265. Surveys and Fieldwork—II (3)

This course is designed for advanced students who have had one or more courses in sociology, preferably 261 or 263, and are interested in making application of this material to actual community situations and social problems. Opportunities will be given for making contacts, under supervision, with the social institutions of the community. As a rule work will extend from September to June. Three semester hours of credit will be granted for the satisfactory completion of the work. Admission by consent of the instructor. Hours for conference to be assigned.

266. Social Theory and Principles—I (3)

This is an intensive course in social theory in which the viewpoints of contemporary and of the earlier social theorists are examined.

267. Community Organization for Leisure—(Summer only.) (3)

This course is planned as a means of examining how the forces of the community can be co-ordinated toward the organization of a program of leisure time activities. It is designed primarily for students who plan to do recreational work.

SPEECH

Students taking Speech as a first teaching field take as a minimum the following courses: Speech 110, 111, 112, 121, 122, 131, 132, 212, 229, 230 and additional courses chosen from the remaining elective in Speech to make a total of 34 semester hours.

Students taking Speech as a second teaching field take as a minimum the following courses: Speech 110, 111, 112, 121, 122, 132, 212, 229, 230. Total: 24 semester hours.

Students taking Speech as a third teaching field take as a minimum the following courses: Speech 110, 111, 112, 122, 121 or 132, 229. Total: 16 semester hours.

110. Fundamentals of Speech—I (2) or II (2)

This course attempts to acquaint the student with speech as a means of social adaptation and social control and to supplement or modify his skill in its use. The student is assisted in the analysis of his speech, in becoming aware of his good points and his deficiencies, and is guided in the acquisition of acceptable speech habits. Students must have or must acquire acceptable habits of voice and diction in order to receive credit for the course.

111. Voice and Diction—I (3)

This is a study of the structure and functioning of the vocal organs. The study is carried on in connection with class projects which result in improved voice and diction. Students become acquainted with the literature relating to singing and to the use of the speaking voice. They are expected to spend considerable time outside of the class room, working to form improved habits of voice production.

Prerequisite: Speech 110.

112. Public Speaking—II (3)

Public speaking and elementary parliamentary law. Speech projects are used which provide training in the selection and organization of materials, in the more skillful use of language, and in the delivery of informative, persuasive and entertaining speeches. Parliamentary drill bearing upon campus problems is frequently conducted.

Prerequisite: Speech 110.

121. Public Discussion and Debate—I (3)

The objectives of this course are developing skill in the technique of public discussion and debate, including gathering, recording, organizing, elaborating, adapting, and presenting material, as well as, acquiring knowledge of and skill in the use of argument and persuasion, as they pertain to these fields of speech.

Prerequisite: Speech 110 or participation in organized high school debating.

122. Oral Intrepretation of Literature—II (3)

A study of the fundamental problems involved in getting meanings from the printed page and interpreting them to an audience by means of vocal and bodily expression. Practice in platform reading of prose and poetry.

Prerequisite: Sophomore standing.

131. Dramatic Production—I (3)

A course of theatre backgrounds including a brief outline of the development of theatrical arts with stress on the technical elements of production. Theory and practical problems in the fields of stage costuming; design, construction and painting of scenery; stage lighting; make up; and organization of production crews and committees.

132. Dramatic Production—II (3)

Theatre arts from the standpoint of acting and directing. Studies in pantomime and vocal characterizations. Theory of directing with one-act plays directed, acted, and staged by members of the class. Reading of plays suitable to community and school production.

212. Speech Correction—II (3)

This course is for teachers in the primary and intermediate grades. The speech sounds themselves and their usual substitutes, the process of producing voice and speech sounds, hearing as it affects the acquisition of the sounds, and physical and psychological factors that affect speech and voice, are studied. Practice in the diagnosis and re-education of actual cases will be provided.

214. Speech Clinic—(Summer only) (3)

This course is devoted to clinical practice. Diagnostic tests will be applied to clinic cases and students will have an opportunity to work with a variety of speech re-education cases. Students enrolling in this course must have permission of the instructor.

Prerequisite: Speech 212.

223. Radio Speaking—I (2)

The acquisition of skill and knowledge of the technique involved in the preparation and presentation of radio programs, such as announcing, writing continuity, preparing and presenting sketches and radio plays, gathernig, adapting, and presenting news, are the purposes of this course.

Prerequisite: Speech 110.

225. Advanced Public Speaking—II (2)

This course requires the study of a group of the contemporary speeches, of their preparation, of the circumstances under which they were delivered, and of the biographies of the men and women who gave

them. Each member of the class is required to give several speeches of from twenty to forty minutes in length, which can be used elsewhere. Anniversary addresses, speeches upon social problems, upon scientific subjects, upon educational and literary subjects are representative of those most frequently given. Emphasis is placed upon extempore speaking.

Prerequisite: Speech 110 and 112.

227. Speech Composition—I (3)

This course involves the analytical study of audience persuasion and oral style as embodied in talks, orations, lectures, and after-dinner talks, and the application of the principles in the composition of speeches of various kinds. It is hoped that those students who are interested in preparing orations of intersociety and intercollege competition will enroll in this course.

Prerequisite: Speech 110, 111.

229. Psychology of Speech—I (2)

A study is made of the relation between thought and language. Imagery, emotion, thought, memory, attention, suggestion, habits, interests, and desires are considered from the point of view of influencing human behavior through speech. The characteristics of youthful, mature, and still older audiences are analyzed. Speech projects are carried on in which the psychological factors making for effective speaking are given careful attention.

Prerequisite: Speech 110 and 112.

230. Teaching of Speech—II (2)

The problems encountered by elementary and secondary teachers of speech are considered. Students are expected to familiarize themselves with much of the standard literature relating to the teaching of speech.

Prerequisite: 10 hours of Speech.

231. Modern Continental Drama—I (2)

The theatre and drama of modern Europe from Ibsen to the present day, in its relationship to social and literary trends. Reading, reports, and discussions of dramas of leading continental authors. (1937-38)

232. Children's Drama—II (3)

Educational theory of dramatics for children; choice of stories and methods of approach to dramatization for all grades from kindergarten through Junior High School; study of aims and methods of production in a Children's Theatre with participation in the preparation of one play with children.

236. British and American Drama—I (2)

Brief study of early American theatre; tracing of development in 19th century British and American drama; more detailed study of contemporary drama and dramatists of Great Britain and America. (1938-39)

237. Advanced Acting and Directing—I (2)

Advanced study in styles of acting and individual problems. Projects in directing scenes from plays of different types and periods—Greek, Shakespearian, 18th century, melodrama, fantasy, expressionism.

Prerequisite: Speech 131 and 132.

238. Advanced Problems of Interpretation—II (2)

A study of repertoire and program building; the cutting and arrangement of stories and drama for platform presentation; a study of various theories of interpretation.

Prerequisite: Speech 122.

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